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Oral History of Retired American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) Leaders: Presidents and/or National Award Recipients Interview with Dr. Fay Biles

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INTERVIEW WITH DR. FAY BILES

APRIL 20, 1989

BY ALLYS SWANSON AND SHARON L. VAN OTEGHEN

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PLACE Boston, MA

DATE 4/20/89

(to be completed at the time and place of the interview)

Jay R. Biles
(INTERVIEWEE)

4/20/89
(DATE)

(For the AAHPERD Archives, the Mississippi Valley Archives of the John Willard Brister Library of Memphis State University and the Physical Education Department of St. Catherine's College)

ORAL HISTORY OF RETIRED AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION AND DANCE (AAHPERD) LEADERS: PRESIDENTS AND/OR NATIONAL AWARD RECIPIENTS

Dr. Fay Biles served as president of the American Alliance For Health, Physical Education, Recreation and Dance (AAHPERD) from 1980 to 1981. She was recipient of the R. Tait McKenzie Award in 1986.

THIS PROJECT IS AN ORAL HISTORY OF AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, RECREATION, AND DANCE RETIRED LEADERS: ALLIANCE PRESIDENTS AND NATIONAL AWARD RECIPIENTS. THIS INTERVIEW IS WITH DR. FAY BILES ON APRIL 20, 1989, IN BOSTON, MASSACHUSETTS. INTERVIEWERS ARE SHARON VAN OTEGHEN, ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION AT MEMPHIS STATE UNIVERSITY, MEMPHIS, TENNESSEE, AND ALLYS SWANSON, ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION AT THE COLLEGE OF ST. CATHERINE, ST. PAUL, MINNESOTA.

DR. VAN OTEGHEN: Good morning Fay. To begin this interview, I'd like for you to relate your early childhood experiences, values you've gained from your parents and your family life in general.

Dr. Biles: I was born in Reading, Pennsylvania to a family of three gitrls, and I was the youngest girl in the family. My father was a hosiery manufacturer, so it was a family business. One of the values he instilled in us was work, work, work. He was a typical German father. We got up at five o'clock in the morning and we worked all day. The philosophy was that you never played until you finished work, but we never finished all the work. He had hosiery mills and a whole series of outlet stores. He was the first one to get into what I call the "discount" business. He wanted all three of his girls to manage one of each of the stores, and they were all at least fifty miles

apart. Many times, on Friday evenings, he made the rounds, picked up all of us and brought us home. By Monday morning at five o'clock, we were up and on the road again. By the time I was ten years old, I was working in the stores or the mill. In fact, by the time I was twelve years old, I was doing all his creative advertising. At sixteen, I won a national award for a hosiery ad showing legs upside down. I was supposed to go to New York to receive the award but I said, "Well, I'm not going to New York; imagine a sixteen year old girl walking up that aisle with all those people." My father said, "Oh yes you are." He pushed me very hard.

My parents would get letters from the school saying, "Your child has made the honor roll again. Make sure she goes on." I was never pushed but it was understood that I was going to do my best. That meant straight A's in their eyes. So I studied, and I produced. I did go to New York, I did go up the aisle, and I did get the award. Eyes turned and I heard, "Oh, she's a girl!" They pushed us from the very start based on the philosophy that a person always does the best that she can do. She never settles for underachievement and always lives up to the challenge. They gave us a lot of self-confidence and any skills they could to give us a positive self-concept.

DR. VAN OTEGHEN: What about your sisters? Did you feel additional pressure to produce, since you were the youngest in your family?

DR. BILES: It's funny that you ask that because both of my sisters are very different. My oldest sister is a very empathetic, caring, second-mother type. She pushed very hard to excel. My middle sister is a perfect lady. We were tomboys and that really irritated my one sister. She would say, "When is she going to act like a girl? When is she going to know she's a girl? When is she going to walk like a girl?" She never gave up. The first boy that ever asked me for a date, in the ninth or tenth grade, said, "Why don't we go to the movies?" I said, "Well, why would you want to go to the movies when you could play baseball?" I was a real tomboy and very aggressive, but my sisters talked to me as an adult and pushed me. When it came time to choose a college, both of my sisters were instrumental in helping me choose Duke. I wanted to go to Ursinus College and major in pre-med, but they wanted Duke University. We knew that it was hard to get into. Duke held interviews and they accepted two people from the Philadelphia area. I think that the hard work, the excelling and the challenge to be the best that I could be really earned the acceptance to Duke. All my life I've had those values pounded into me. I didn't realize that at the time. The Duke philosophy expected students to become leaders and to achieve skills that would carry them through.

DR. VAN OTEGHEN: They took two people from where?

DR. BILES: They accepted two people from the Philadelphia area. They have a quota. They accept many people from North Carolina but limit other areas. The interview situation was very funny. When I walked into the room, the interviewer motioned for me to sit in a certain chair, which I swear to goodness was five feet deep. I looked at it and thought, "Do I sit on the edge or do I lean back with my feet not touching the floor?" I thought it was a test to see how people adapt and how self-esteem helps. Self-confidence was always an important part of my upbringing. The other part was that all my relatives were Mennonites. My mother was a Mennonite from Lancaster. When she married my father, a Brethren, she left the church. But, German Mennonites work hard from dawn until dark. Never play; it's always work, work, work. I'm a workaholic. I still get up early in the morning and produce as much as I can possibly produce in one day. At the end of the day, if I have any energy left, then I have time for recreation. That value was certainly instilled in me.

DR. VAN OTEGHEN: What nationality was your father?

DR. BILES: My father was German Brethren, which is very close to Mennonite. When we moved to West Chester, Pennsylvania from the Lancaster County-Ephrata-Reading area, we became Brethrens. I have lots of cousins and most are still Mennonites. My mother was the oldest of

thirteen and my father was the oldest of eleven, so both of them were used to being the decision makers in the family.

DR. VAN OTEGHEN: In addition to hearing about your family, we'd like to hear about your elementary and junior high experiences, your favorite subjects and teachers, and any early leadership experiences you had. What were your study habits?

DR. BILES: During my early school years beginning in first grade, I always had to be the best. If they gave competitive tests, I had to be number one. That's all there was to it. In some of my classes, they would seat us according to our grades. I always had to earn the first seat. In fourth grade I loved travel books. I loved to read about the pyramids and the Seven Wonders of the World. I read like a demon. I read everything that I could get my hands on. During the summer I'd read a book a day and then play hard. I played tennis from the time I could hold a tennis racquet in my hand. My father, by the way, was a professional tennis player at one time. In fact, Bill Tilden beat him for the first championship held from Chicago to the East Coast. Then he and Tilden were doubles partners and held the doubles championship for years. A sports background came to me very early and very naturally. He taught me all kinds of skills: throwing, running, jumping, etc. I loved sports and activity.

My fourth grade teacher was not very knowledgeable. I used to interrupt her and say, "That's wrong." Then the teacher would call my parents and tell them, "You've got to stop her from doing that." My parents would respond by saying, "She's read about all that you are teaching and probably knows as much about the subject as you do." However, the teachers didn't appreciate that so I spent a lot of time in the cloakroom, out of class, because I wouldn't shut my mouth. I received good grades, but I wasn't good in deportment.

I wanted to stay after school and play on the playground, but there was a rule that we had to go home; then we could come back and play on the playground. I thought that was ridiculous. Why waste the time? So, I would just take clothes with me, change right after school and go to the playground. The school would call my parents and say, "Come get this kid. She can't play on the playground." By the time I was in fifth or sixth grade I was very irritated by school rules, so one day I led a riot. I got all the kids together on the playground. I said, "We're not going to obey these rules. We're going to fight them." So we marched through the hall and into the principal's office to state our case. The kids all followed, carrying placards. It was pretty radical for that age, perhaps misplaced leadership.

DR. VAN OTEGHEN: This was during what grade?

DR. BILES: This was in sixth grade. I think my parents thought they should get me out of that school system; that's the year we moved to West Chester. It was an entirely different situation in a college town. The subject matter was much more sophisticated, and there were better teachers. I was in seventh heaven from then on. I thought school was just great. All the subjects were interesting. I liked math, science, and English. I loved sports. I liked everything really.

DR. VAN OTEGHEN: Did you have any organized physical education at the elementary level?

DR. BILES: Not that I can remember. It was more like recess, and that's why I just hungered for all sports: softball, baseball, tennis, everything. I lived on the playground after school, and I lived there in the summertime playing every kind of ball there was. To keep my hair out of the way, I wore thick, long pigtails. My parents thought they ought to send me to camp to get more organized play, so I was shipped off to camp. I spent many summers at a very active sports camp in Maryland. I wouldn't let the counselors touch my hair. I wouldn't let them take my pigtails apart and comb my hair because I knew it would take time and pull. When my parents came to pick me up during the first week in August, the counselors told them, "This kid has not combed her hair since she came to camp." I said, "It would take hours to comb my hair. Cut it off. I don't

care." I really didn't care that I should look like a girl. My mother took a pair of scissors and cut my pigtails right off at the nape of my neck. And I got punished.

From then on, I was very active in sports. We started playing field hockey and lacrosse in the Philadelphia area in the seventh grade. The sticks were short. From the seventh grade on, I started going to hockey camp in the Poconos. I knew Miss Applebee very, very well and she used to call me "that little blond kid" because I always was a tow head. Later on, when I went to Kent State, I took my hockey team from Ohio back to Pennsylvania. I was still playing club hockey. I played left-inner and used to cut into the goal, just missing the goal post, flick across and then go out. When I was in the seventh grade she'd scream at me, "Someday you'll run right into that pole and kill yourself." She'd stop the game and say, "You can't do that!" You remember how Miss Applebee used to coach?

DR. VAN OTEGHEN: Yes. Always running up and down the field screaming at everyone.

DR. BILES: Oh, yes. She'd yell and scream. So there I was playing hockey as an adult coach and she stopped the game and screamed, "There's only one person I've ever known who did that, and her name was Fay Reifsnyder." Of course my name was Biles because I'd married by then. She said, "You've got to be that same idiot." And I thought, "Yes, the same one."

DR. VAN OTEGHEN: It's interesting that you went to hockey camp as a seventh grader. I thought it was only for college students.

DR. BILES: At that time it wasn't. We went when I was in junior high school. I think they had a special week at the end of the summer for high school and junior high school students.

DR. VAN OTEGHEN: Do you remember Constance Applebee taking a nap everyday, in the afternoon?

DR. BILES: Yes, yes. Siesta. We had to be quiet so we didn't wake her. I went to hockey camp for years. I played a lot of field hockey. Our hockey team was undefeated, untied.

DR. VAN OTEGHEN: Do you remember formulating long term career goals in high school, other than to go to medical school?

DR. BILES: I had very definite goals. I've always been a goal setter. I wanted to go to college, and I wanted that medical degree; it was my primary goal. My second goal was to make the United States Field Hockey team. I wanted to go abroad and play field hockey all over the world. At that time field hockey was not as intense as it is today. We didn't play against big, tough German teams that hit like men. My third goal was to work with young people to help them realize what a positive self-

concept would do for them. And indeed, that's what my dissertation topic was.

I wasn't satisfied unless I was first. I was either captain or leader in sports. I was head cheerleader. I was one of four top students that tied for leadership positions throughout school. I was expected to be a leader and it was just natural. I was one of the commencement speakers.

My commencement address was "What Jesus of Nazareth Had to Say about Living Together in One World." This was the time of Wendell Wilkie's "one world theme." We wrote our own presentations. We rehearsed for every morning at seven o'clock for six weeks. The English teacher was a real task master and she wanted perfection. I think she taught me the value of perfection. In a way it's good and in a way it's bad because I drive myself and that has caused a lot of stress in my life.

When I got married, my husband said, "Fay, that hockey stick is not going out of Ohio." I had to choose between marriage and a field hockey career. After I started coaching, I realized that I was competing with my own players in club hockey for spots on the regional team, so I decided to give that up. However, I loved my high school days, but I had to be a leader. For example, I was the first girl that was vice-president of the student body. We were organizing women's rights groups in high school.

ALLYS SWANSON: That's interesting. At that time the office usually held by girls was class secretary.

DR. VAN OTEGHEN: Were the other students pretty much content to let you lead?

DR. BILES: They always elected me so I don't think that I pushed them to be the leader; I never grasped for power. Getting elected was always based on what I knew or what I could do. I was always very conscious of other people's feelings. I was never a bossy type of captain or leader. I was more of a leader through group process and consensus. I still believe in that methodology and that's why I'm doing management skills today.

DR. VAN OTEGHEN: You talked earlier about Duke. Tell us about some of your college experiences.

DR. BILES: Duke University was very difficult to get into; at the time I really didn't appreciate that. I remember the first week living in Jarvis House. The housemother told me, "Leadership--Duke women are leaders; Duke women must give back community service." She said, "You're a natural leader, and I've already seen that the other freshmen are going to follow you. When it comes to rush week and Panhellenic week, would you consider not pledging so that other girls won't feel uncomfortable with their decision?" I said, "Fine. All right." I didn't pledge my freshman year, and she was very pleased with that.

Later I realized that the social life at Duke revolved around sororities and fraternities, which I'm not sure I liked; nevertheless, that was the case. The next year I pledged.

I was elected representative of the student body when I was a freshman, then dorm representative. I was still very much interested in sports. In fact, I helped coach field hockey at Duke because anybody from the Philadelphia area was much more highly skilled at field hockey and lacrosse than Southerners were at that time. Duke really didn't push field hockey, but I did. There was a student named Corkie Rose, from New York, who was Billy Rose's daughter. She and I formed and coached a championship field hockey team.

Studies and sports were my life. I realized that sports give a person so much. You learn teamwork, tactics and strategy. Today I'm finding that some women who did not play sports, or who were never part of a team, don't understand those concepts. Even in a world of work, they sometimes don't understand how to be a member of a team, and how to change tactics or strategy when the ball's in the other court.

In addition to studies and sports, leadership was a big part of my life. I became president of the Women's Athletic Association (WAA). We revised the whole constitution. At that time, women were second-class. I was already up on a soapbox, writing letters to the newspaper about how women needed more money, and how the physical education facilities

on the women's campus were far inferior to those on the men's campus. I took pictures of the swimming pool, which was a disgrace, and ran them in the paper. I wrote, "How can you possibly allow women, Duke women, to swim in this pool?" Julia Grout was the head of the department at that time and I'm sure I embarrassed the department at times. She would take me aside and say, "You know, you really ought to calm your voice a little bit. Women don't need to come on quite that strong." I would say, "Oh yes we do. You don't realize what you're allowing to happen here." Even after I graduated I would write letters to help all of the physical education alumni raise money to build a new women's Physical Education Building.

DR. VAN OTEGHEN: Does Duke recognize you today in terms of the many things that you are doing?

DR. BILES: Yes, they do. I got an award from the department. I was nominated for the Outstanding Alumna Award for the University. I never did receive it; I was competing with all kinds. The chair wrote to me and stated, "You are among the finalists, but you're competing with doctors, eminent physicians and national, international researchers." But, I did get one from the department.

DR. VAN OTEGHEN: To continue with your college experiences, talk about your work habits and how you met your husband.

DR. BILES: It was a rude shock when I went to Duke as a freshman. I was used to being at the top of the list, without studying that hard in high school. Learning came naturally. I did enough to make the honor roll and get A's. When I got to Duke, almost everyone there was a valedictorian. It dawned on me very early that there was no way that I was going to be on the top of the heap at Duke University. One particular woman from New York always surpassed me. I wasn't at the top of the heap and that was kind of a shock to me. I socialized too much. I was off every weekend playing sports. It finally dawned on me that I had to start balancing my work habits because I was falling behind. I then realized that a social life can really interfere with a person's goals.

When I came to Duke as a freshman in 1945, the war was just ending. One day the Durham paper carried a big headline, "War Hero Returns to Duke Campus." It was the story of Bedford Biles, a paratrooper who had two Purple Hearts and a Double Cluster. He had won all kinds of medals for bravery, such as jumping with 200 pounds of TNT and blowing up a German bridge under fire. I was fascinated. So I said to my roommate, "Let's go over to see what a war hero looks like." Prior to the war, he had been a freshman on a football scholarship. He played for Wallace Wade when they had those really big teams. He played in the only Rose Bowl game that was not played in Pasadena. They were afraid that

the Japanese might bomb if there was a big crowd in Pasadena, so the game was moved to Duke. They moved all the roses east to Durham. That was the only Rose Bowl game that's been played in the East. All these details were written in the article and I thought, "My gosh, this guy must really be something."

In those days we sat on a bank to watch baseball games. This "hero" was catching, and he covered first base better than anyone I had ever seen. I said, "Have you ever seen such an athlete in your life?" As I was going on and on about this athlete, a guy sitting next to me said, "I overheard what you said to your roommate. That's the war hero you came to see. His name is Bedford Biles." And I thought, "What a name." At any rate, I was impressed with his athletic ability; the way he threw and ran. As it turned out, it was his fraternity brother sitting next to me. Bedford asked this guy, "Who is that girl up there in the pink dress?" He told him, "Her name is Fay Reifsnyder." Bedford said, "God, what a handle, but I want a date with her. See what you can do." So he called me and said, "Bedford Biles would like to have a date with you. What do you say?" My answer was, "By all means." He had come back as a junior to finish when I came as a freshman. From then on we dated solidly until he graduated. At Christmas of my senior year he gave me an engagement ring. We were married that following August.

You might also be interested to know that he was a real southern chauvinist. He believed that women should be in the home and never out working. He was the oldest of four boys and two girls in his family. The women stayed at home in the kitchen and always had dinner on the table. I told him, "You and I are going to have problems. I am not going to lead a life like that and you'd better know it now or we're not getting married." After graduating, he worked for Roadway and told me he was going to be terminal manager in Atlanta. I said, "Oh never! I'll never be able to play field hockey in Atlanta. They don't have field hockey teams. No, I won't do it." He slammed down the phone, saying, "Oh, I won't ask you to go anywhere." I thought, "Well, that's the end of that romance." Later he told me, "The only northern place I can go is Akron, Ohio." I said, "That's fine. As long as it's within 500 miles of a hockey field, that's fine." I wasn't going to stop playing hockey.

When we drove into Akron, it was the ugliest city I'd ever seen. There were rubber companies, smoke and odor. I thought, "Oh, what have I done?" I'd never been in Atlanta. Later, when I went to Atlanta, I could have kicked myself all over the place. I was bored out of my skull the first year spending eight hours learning to cook desserts; I'd never cooked in my life. My father had told him, "You know, you're getting someone who doesn't know one thing about cooking. You'll starve." Obviously we started gaining weight because

I was fixing all these elaborate desserts. I wasn't playing hockey at the time, and I was just miserable. Finally one day he said, "I can't stand this; go get a job; do something." I called the school system and got a job as a substitute teacher. From then on I taught full time.

At the end of two years I resigned from school because I wanted six children. Unfortunately, I must have just become pregnant when my father had a very severe stroke at fifty-five. He was a workaholic and he pushed and pushed and pushed. The doctor thought that the shock of my father's stroke, and being at the hospital for hours, had caused the egg to stop in the tube resulting in an ectopic or tubal pregnancy. I had six miscarriages following that. After the sixth miscarriage I returned to school to pursue a masters degree. During that interval, my husband decided to go to law school. At Roadway he was on a fast track to becoming district manager of the area from Pittsburgh to Chicago. They made him a troubleshooter and that required him to travel. If he was working within 500 miles, we'd both drive. We were killing ourselves driving all night, getting back and forth. In the meantime I had started teaching at Kent State and loved it. I also started coaching hockey. I was back in my glory. So he went to law school and became an attorney.

DR. VAN OTEGHEN: Relate the experiences you had while working on the master's degree.

DR. BILES: I taught high school for four years, then took off two years to try to have a family. Then I went back to study for my master's degree at Kent State University. I taught at the University of Akron until four o'clock and then I'd jump in my car and race over to Kent State, attend my master's classes, get back in my car, race back to Akron and finish up the work in the office. I ran around the clock, got traffic tickets and wrecked two cars. When I started as a graduate student at Kent State in 1955, they asked me to teach full time. I received my master's in nine months, completed my thesis and maintained a 4.0 average. I was happy to be back in a university that was intellectually stimulating.

In addition to academics, I wanted to coach hockey. At that time "varsity" was a dirty word. I said, "That's crazy. There's no reason why a girls' team shouldn't be playing other schools." They made me direct intramurals so I started clubs. I thought that if I started clubs, then I could take a varsity team from the clubs and start an intercollegiate program. Many women were against my ideas at that time, but I kept pushing and pushing. Some women and I almost came to blows. They had nothing good to say to me, and I don't think I was very generous with them. I said, "You're old-fashioned. This is old-school. Times are changing; these women need more experience." So I started clubs and, from the clubs I drew, I coached basketball, volleyball, tennis

and field hockey. Our field hockey team did very well, although we didn't have much competition in Ohio. Hockey wasn't very strong in Ohio. I took my team back to hockey camp every summer. The girls learned to love sports as much as I did. We developed a cadre of students who were pushing, and it was in that era that changes started happening.

DR. VAN OTEGHEN: Did those experiences have a positive influence on the development of intercollegiate athletics for women?

DR. BILES: I think so. All the colleges and universities in Ohio were not very strong, although Phebe Scott and the leaders a little older than I were starting the Association of Intercollegiate Athletics for Women (AIAW). I became president of the Ohio College Association (OCA), physical education section. We started a very strong movement toward intercollegiate athletics in Ohio. If you remember, Gladys Palmer and other women at Ohio State were ostracized because they had earlier started some intercollegiate programs. However, there were enough women in OCA, and then in the Midwest Association of Physical Education for College Women (MAPECW), to start strong programs. The Midwest Association became very active. AIAW was started from the leadership of the Midwest and other places. During that era leadership was needed.

DR. VAN OTEGHEN: While working on your master's degree, you worked in television and public information. Tell us about those experiences.

DR. BILES: I've always had an interest in communications and it didn't take very long to realize that most educators are notoriously poor communicators. We're busy people. We're active people who get involved in a lot of things. I realized that we weren't defending, or I should say persuading people of the value of what we do. It did not take long to realize that at the university level other departments looked down on the physical education department. I resented that. I did not like being at the bottom of the totem pole. I got elected to the faculty senate and other political groups so that I could help improve the image of physical education. I gave many talks on the value of sports to self-confidence and a positive self-image. I was enthusiastic about preventive health, and I became convinced that there must be a better way of getting the message across.

At that time, television was becoming popular, and it was developing as an educational vehicle. Dr. Virginia Harvey in our department had done a survey which showed how ignorant the students were about the objectives of physical education programs. She had all these data, and nothing had ever been done with them. We decided that I would base my master's paper on the survey, try to interpret the

objectives, such as inside/outside, external/internal and tell our community of the values acquired from reaching those objectives. Educational television was just being introduced, so I wrote a script for television programs to present goals, objectives and long-range values of being a physical education major, of having a teaching degree in physical education, or for being physically educated. That's when I started thinking seriously about the meaning of becoming a physically educated person. Because the Alliance was doing a lot in terms of public relations, I thought we should more clearly define our purpose. The Physical Education Division started thinking about a public information thrust toward always telling the public what we're doing and why. I urged my students to go the "step beyond." Doing a good job with students is the best public relations. But then all of us must go that step beyond and tell the parents and the community who we are, what we're doing and what our objectives and values are. That's how I got my master's topic, and I'm still interested in public education.

ALLYS SWANSON: That brings us up to the 1960s. You were in your early thirties and already beginning a very prolific and productive career. How did you see your professional development at that particular point in your life? What were your goals and objectives beyond finishing your master's?

DR. BILES: I became very much involved with the Association at that time. During the mid-1950s I assumed some leadership positions. I started out with Rachel Bryant in the National Association for Girls' and Women's Sports (NAGWS), and I became very much involved with educational materials having to do with sports. I developed skills charts, which we used to publish, and rule books for tennis, badminton and other sports. I'll never forget Rachel. "That's what we need, Fay. We need skills charts." My answer always was, "Fine, that's for our teachers, but what are we doing to educate the people outside? People are going to question our programs. We need to be thinking about giving our people tools they can use when they go out and talk to the public about our programs." During those years the external interest just wasn't there, so I continued to work with skill charts. Then I became a member of the Physical Education Division, serving on the Secondary Council. We were solidifying our objectives and defining what it meant to be physically educated. We worked very hard on secondary programs because we thought their quality was poor. In some places they still aren't very good. I became interested in movement education, which I taught for elementary education majors at Kent State. I was one of the persons in the department who would perceive needs and design programs to meet those needs. I've always tried to educate people to be much more perceptive, to study trend analyses,

and to anticipate what will be out on the cutting edge. We developed many creative, new courses at Kent State, such as the psychology of sport. In the 1960s, women became very much involved with the increased need for competitive sports. Seeds were sown for AIAW.

My involvement with the Physical Education Division took me away from the competitive side. NAGWS had many leaders carrying the flag and I thought it was also important to develop the preliminary educational background for athletes. I've always been concerned that in this country we "worship" professional athletes, big money and Olympic athletes. Of course I've always wanted individual athletes to excel.

My interest in the Olympic Games started very early, but the preliminary, developmental stages for Olympians are in physical education. Physical education was at the bottom of the totem pole and yet Olympic athletes that we revered were at the top. Fitness is part of an athlete's training program, and we all had entered a period when physical fitness was becoming a focal point. This emphasis was due to the Kraus-Weber test based on Dr. Kraus' findings when comparing European children, particularly those in Germany, to American children. He was very much impressed with their physical prowess fitness and skills. He was telling the nation that they could do as much with their feet as with their hands. He wrote an article for a medical journal about how concerned he was. There wasn't a ripple. No one

responded; nobody seemed to care. That's when he came to AAHPER and shared his feelings. We said, "Why don't you write an article for the Journal addressed to American physical education teachers." He did, and that's when the revolution started.

Our people became very upset and excited about Dr. Kraus' article. The Association formed a task force that went straight to President Eisenhower. He met with Dr. Kraus and the task force. After discussing our children's condition, President Eisenhower also became very concerned. He said to Richard Nixon, his vice president, "Dick, do something about this." And that's how the President's Council on Physical Fitness was launched. President Kennedy pushed it and gave it the real impetus it needed. So together with the President's Council, the Association started the youth fitness movement in this country. I helped push it very early. There were some physical educators who didn't like the word "fitness." They said, "That's not our realm; we don't belong there. We should be talking about sports skills, motor performance." As a result, there was some controversy within physical education at the beginning.

At that time I was still coaching, but my interests were in the health-related aspects of physical education and in the well-rounded physically educated person. I wanted a well-rounded physical education major who was a role model for other students, who was healthy, who was physically fit,

but who also was highly skilled. I wanted that high skill level, but I ran headlong into a controversy within my own department. I came out of the era and background that included both health and physical education. When I started teaching, I liked both fields and I taught both. In the health area, my strong point was personal physical fitness. In physical education, I was strong in motor performance skills and competition. But, as the competition was starting to take over, the fitness aspects were being diminished. One professor would not allow students coming from my class into her class to mention the words "physical fitness." She said, "I don't want to hear that word. We can't define it. We don't know what the results are. I will refuse to have any of you even talk about it." This professor and I are still friends, but we argued violently over this. My answer always was, "There are many facets to physical education."

Four of us then decided to write the book, Sports Skills, a Conceptual Approach to Meaningful Movement. We began by saying that you have to be perceptive and that the roots of physical education are the basic sciences. But as you go up the tree, so to speak, you start branching out into health and fitness, motor skills, intramurals, sports and competition and highly organized competition. All of those outlets are available to our majors, and my philosophy is that they need to know all of those areas. At least they should become knowledgeable about all areas, and then they

choose where they want to go. That's where some of our staff differed. It was very difficult for some to understand this diversity and so it was somewhat difficult for me at that time. I was becoming more active in the Alliance and insisted that we are still not talking to the public. We were starting to lose programs. The budget crunch came, and programs were going right and left.

At that point, some of my other goals came into focus. I decided to pursue a doctorate at Ohio State. My husband and I had gone through the adoption procedure since I was prone to miscarry. Another one of my goals was to race cars on a racetrack. I loved speed. By then my husband was an attorney and had a client who owned a car rental company. He took a racing Corvette in on a trade. He called and said, "I have just the car for Fay. It's the one she's been looking for. It's a racing Corvette. It has a four-eleven rear end, racing cams and a heavy-duty clutch." That's when I got my "racing 'Vette." I drove to Columbus to pursue my doctorate, going 100 mph down Route 71. The speed limit was 75 at that time. While driving very fast to Columbus, I memorized 1500 French idioms by holding the cards up in front of me. It doesn't say much for my good sense. Teaching and coaching ended at 4:30 and I had to be in Columbus for a 6:30 class.

DR. VAN OTEGHEN: What did your parents think about that?

DR. BILES: I was married and living in Ohio by that time. I believe they gave up on me. In

the meantime, I was still very much interested in public awareness of who we were. I resented the response I got every time I said I was a physical education teacher or coach. Someone would always say, "Oh." That bothered me terribly so I became even more interested in public information and how we could reach the public. Dr. Chalmer Hickson, my advisor at Ohio State, asked me, "What do you want to pursue?" I answered, "I want to take classes from here, from here, from here." He said, "That's crossing college lines." But I designed my own degree from various backgrounds. I wanted a psychology background related to perception. I wanted the television background in communications. He said, "Then you're going to have to do what amounts to double hours." I said, "That's fine." I took one part of my coursework in health and physical education and the other part in communications. I wanted to acquire background so I could go out and talk with the public on the importance of these HPE values. That was the beauty of Ohio State. A student can design his or her own coursework. Very few professional schools allowed it at the time.

DR. VAN OTEGHEN: What was your dissertation topic and how did you arrive at it?

DR. BILES: I had to do a dissertation that encompassed both fields. I decided on

self-concept as a topic because I remembered the impact of a positive self-image and confidence level for success. My dissertation was the first on self-concept at Ohio State. Freudian psychology was on the way out. I never liked that philosophy, and it was then that I read Carl Rogers, who was writing about the conscious level of the self. I thought that I alone had discovered Carl Rogers. I took out every book I could find in the library that dealt with the ideal self-image or one's perceived self. I believed Carl Rogers' and the "selfologists'" theory about raising behaviors to a conscious level where they can be examined. It didn't stem from just subconscious or unconscious sources that had to be discovered through psychoanalysis. Phenomenology was popular. Existentialism was the topic of the 1960s and I became involved with it. There was not very much written at the time so I did extensive reading and ended up developing a huge bibliography of related background material. My dissertation has disappeared from the library at Ohio State five times.

ALLYS SWANSON: Is it on microfilm?

DR. BILES: It is now. But then I had to keep duplicating the dissertation and sending it to the library. Students wanted the bibliography because interest in self-concept was just starting. Defending my dissertation was difficult because the researchers in physical education would say, "That's not legitimate

laboratory research. How can you ask people how they feel about themselves and compare the answers to a laboratory test where we can measure data?" I would reply, "This type of research is not as objective perhaps, but it's just as meaningful." I defended that dissertation successfully and it really paved the way for other studies. Dr. Chalmer Hixson was extremely supportive and said, "Do it. Just go ahead." I worked with the statistic department to learn the Q-sort method, which is a forced choice type of self-referent statement. I used the self-concept test developed and perfected by Dr. Horace Page at Kent State. I wanted to combine self-concept with communications and educational television.

By that time I had started a required course, Foundations for Fitness, for all freshmen women at Kent State. This course included foundations for movement as well. I designed a course that would measure every physical parameter at which we could possibly look. We took posture pictures; we taught them to walk, to lift, to push and to pull. We did physical fitness testing. We designed a fitness program, much to the dismay of some of the women faculty in physical education. The faculty had to wear leotards because all of the women students wore leotards. Some of these women said, "I refuse to wear a leotard. I will not get out there in a leotard." My answer was, "If you refuse, you're not proud of your body image, and you don't deserve to be in our profession."

ALLYS SWANSON: That must have been quite a challenge.

DR. BILES: It was because it was a tension period.

As a result of that course we wrote a book published by Wm. C. Brown entitled Foundations for Movement. It was a bestseller for years. We combined motor performance skills with health-related fitness skills and introduced it in the 1960s and early 1970s. It became a required basic foundation course.

At that time there were many women students. Kent State had gone from 6000 students to 13,000 during the 1960s. Because all women had to take this required course, everyone was teaching it. I devised a television series so that we could teach it Monday, Wednesday, Friday, and have the common Wednesday as a television laboratory. The people taking it on Monday and Wednesday would get their skills and practicum on Monday. The people in the Friday course would get the television on Wednesday and do their practicum part on Friday. No one volunteered to do the TV series so two of us said, "Okay, we'll teach by television." We worked with a very creative television director until three or four in the morning because there was no replay in those days. If we made a mistake, we had to stop, go back and start all over. It required memorizing pages and pages of script. Kent State has seven campuses, all of which used our tapes. Our method became a hot issue at the time. Faculty were saying, "But they don't like the television." I would ask, "Well, did

they really say so?" Perhaps it was some faculty who did not want to wear that leotard and teach. Perhaps they were really trying to scuttle the program.

In the end, the students really learned and improved. We did testing of all sorts. We kept statistical data; we did statistical analysis; we took posture pictures and we invented a lined screen so they could see their lines in relation to straight lines. I worked with the psychology department on attitudinal studies. I suggested that we test results against attitudes.

The timing was perfect for my dissertation methodology. I taught two identical classes, one personally and one by television. Memorizing the script helped me to say to the class the identical thing that I said on the tape. There wasn't any variable there. On the first day we gave the students the self-concept test, the Q-sort, before they heard a word about physical activity or fitness. A control group didn't take the course at all. The self-concept Q-sort score, as revealed on a correlation scale, goes from plus-ten to zero to minus-ten. The average of the self-concept scores of all three groups was .32, .36, .34 (control). There were thirty students in each class. We tried to match everything we could in terms of their grades, ages and other background information. The groups started out relatively even. At the end of the semester we gave the same Q-sort to the two classes. The average of the self-concept scores of those

girls in the personally taught class and in the TV class went up significantly to .59 and .61. The control group went from .34 to .36. These results indicated that there was a significant difference as a result of the course. The television group scored the .61. It was higher than the personally taught group, illustrating that attitudes can be changed in a positive direction by television teaching.

DR. VAN OTEGHEN: Once television teaching was shown to result in successful learning, did it have an impact?

DR. BILES: Yes, yes. They learned their theoretical knowledge from television despite some people's belief, that people can't learn from television. My research had already shown that through my television courses at Ohio State students could learn factual material. They may not like it but they do learn. Nobody had ever asked, "Can TV teaching change concepts or attitudes?" Mine was the first study to show that we could change self-concepts and attitudes through teaching by television. They still got their activity in, but the first part of the class was on the theoretical knowledge. By the way, the course is still being taught by television on the regional campuses. Later on, I did a second series in a big new television studio within the theater, communications and television departments. Huge doors opened allowing trucks to bring in materials. I even brought in an elephant.

DR. VAN OTEGHEN: What did it introduce? And where did you get an elephant?

DR. BILES: Nutrition. There was a circus in the next community, and I went over to the circus manager and said, "Can I borrow your elephant for just about fifteen minutes?" This guy looked at me as if I were crazy. I said to the TV director, "I'm bringing you an elephant tonight so please make sure the doors are open." He said, "You're doing what?" I said, "We're going to have an elephant introduce nutrition, being overweight, how people feel about themselves, and what to do if they feel like elephants." I thought the best way to address these topics was to bring in an elephant, and we did.

DR. VAN OTEGHEN: You weren't afraid to lead it in or anything?

DR. BILES: The trainer came along, so I didn't have anything to do with that. We also were training television majors. The students were on the cameras, the mikes, and they were floor directors, switchers and technicians. If you've ever worked with students in a television studio, you know it's wild. I'd look up and see a ball flying through the air. I'd have to reach out and catch it. They were having fun and I was too, but it would be four o'clock in the morning. On some of those tapes I look awful with deep circles under my eyes. But that's how I became involved with television. That was in the 1960s.

ALLYS SWANSON: May 4, 1970, was a turning point in your career. Let's start with May 4.

DR. BILES: The tragic shootings on that day caused not only a turning point in my career, but a turning point in my life as well. That was a very traumatic incident. Again I have to relate to perceptions. Throughout the 1960s I tried to warn people that there were signs here and there that a dangerous trend was starting. I couldn't convince anybody. I was teaching in high school in the 1950s when Sputnik was launched. We were behind the Russians so we had to give our students more science, more math, more basics. We were pouring knowledge into those kids. In the 1960s, they started to rebel. Rebellions always started on college campuses with our youth. In my classes I noticed signs that the kids were starting to rebel against this authoritarian type of teaching. Many were starting to drop out and some of the drop-outs were becoming politically active. They were starting to talk and to hold demonstrations. I kept saying, "People, listen to them. Sit down and listen to them. This is going to escalate."

By this time the Vietnam War was in full swing, including the Cambodian invasion. Kent State's black students walked off the campus en masse. They claimed discrimination to the degree that the campus was becoming almost inhumane. Due to the increase of students, computers were used for the first time; everybody was a number.

Students started to feel this, and I kept begging people to listen to what their emotions were telling us. I said, "They're feeling very alienated. When blacks and whites are alienated from one another there are more serious feelings underneath." But I couldn't convince anybody of my perceptions even though I kept relating what the students were saying and how they were reacting. I kept telling the administrators, "Talk with these students. This could be an academic, intellectual dialogue in keeping with our educational mission." The board of trustees' attitude was, "Keep 'em down. Punish them. Get them off the plaza. Don't allow them to have a demonstration." First our blacks walked off. Then the students took over the administration building and held administrators hostage. The signs were clearly there. University educators did not seem to perceive the students' strong emotional feelings. All they were interested in was the intellectual life.

On Friday night, May 1, protestors burned the ROTC building and a shed with all my hockey and lacrosse equipment. They burned it on the commons and I knew then that trouble was going to escalate. Not only did they burn down the ROTC building, but when firemen came to put out the fire, they jumped on their backs, wrestled them to the ground and cut the hoses with machetes. The situation had grown out of hand. The president was in Iowa giving a talk at an

academic, scholarship conference. The executive vice president had been put in charge.

Before the burning on Friday night, many students had gone downtown and had torn the town apart. They were in the bars drinking. The mayor got worried and closed the bars at 2 a.m. and told them there was a curfew. He said the town was closed and told them to go back to the campus. The students rebelled by breaking big plate glass windows in Kent. They threw lawnmowers through the large bank windows. They got trash cans and started small fires all over the town. The mayor of Kent then called the National Guard. By Sunday it was relatively quiet, but there was unrest. Everyone could feel it. I kept saying to people, "Perceive the stress. Feel it." By Monday morning I could feel that something was going to happen that day. I thought, "It's going to break open. It's just waiting to happen." But never did I think it was going to be a shooting.

The National Guard had taken control of the campus and ordered, "No group meetings or demonstrations." The Guards were the clean cut, military "All-American types" while the protestors were hippies with beards. There was a real dichotomy of values. Some of our sociology professors were saying to the students, "They don't have live ammunition. If you want to go out there and have a demonstration you go ahead. Do it." They were indicted, by the way, for inciting a riot. So the students congregated on the commons at noon.

The tension was building to a climax. No administrators were in sight. Someone needed to take a bullhorn, go out, sit down, talk and listen. I said, "If they are rude, let them talk, but somebody pay attention to them." There was absolutely no authority and no control at all. Most everyone left the campus, and most all the faculty went home.

The Guards made a wedge and moved through the crowd on the commons. The protestors simply folded out around and surrounded them. Some thought they were going to attack the Guard, and they almost did. However, for some reason they didn't. The Guards regrouped, marched over the hill by Taylor Hall and went down to the practice football field. They huddled, then they turned around and moved back toward the hill and the commons. When they got to the top of the hill, they turned, knelt and fired. Some people on the other side of the common said they heard a loud crack. It could have been a cherry bomb, a firecracker or a pistol shot. To this day some say that's what caused them to react and fire. Most of their guns were pointed up in the air. Obviously some weren't.

DR. VAN OTEGHEN: Were they firing shots to break up a crowd?

DR. BILES: No. Under martial law, firing shots to break up a crowd is forbidden. They were just going to march over the hill, make another wedge and try to break up the demonstration on the commons. That's what

their intention was, but when they got to the top of the hill something took place. No one will tell what the reason was. Did the captain give the order to fire? Was it panic? They fired, "dah-dah-dah-dah," and it was over. Thirteen protestors were lying on the pavement in the parking lot. Reports say that bedlam erupted. Students started running all over and grouping to attack the Guard. At that time a police car came into the back parking lot, and Glenn Frank, a professor on the scene, went to the police car, grabbed the bullhorn and shouted, "Come here and sit down." They did. He said, "Look, you're all going to get killed. If you attack the Guard now, you're all going to get killed. The campus is closed. Go home." And they left. If he hadn't been there, more students would've gotten killed.

The ambulances came and picked up the injured and the four that were killed and took them to Robinson Memorial Hospital. That was May 4. Two years later, the board of trustees insisted on building the new gym annex near the spot where the four were killed. That period was even worse. That was two years of absolute hell.

After the shootings, and all during that first summer, the faculty went either far right or far left. Some people thought that the Guard had shot and murdered the students. People on the other side thought it was the students' fault and that they deserved to be shot. It was that extreme. The faculty met for eight hours a day in churches. The campus

was closed. Guards and helicopters hovered all over the campus night and day. To this day, when I hear a helicopter, I get a chill. Even at night, they would fly very low with searchlights that scanned the campus. It was one of the most traumatic things I've lived through because emotions were flying high. People would jump up and almost come to fisticuffs.

In August, reasoning finally moved toward the middle so we could think about opening the campus. Up until then, some people would say, "If you open that campus with the Guards present, it's going to happen all over again." People on the other side would say, "Well if you don't have the Guards, it's going to happen again." We finally did come to the center. Kent State opened in September, and the Guards were not there. In the meantime, we launched the Center for Peaceful Development. We trained a whole cadre of faculty and students to be marshalls. Wearing armbands, they swung into action at the first sign of trouble.

DR. VAN OTEGHEN: What happened to you Fay, professionally, following this event at Kent State?

DR. BILES: The following fall, 1971, I took a year leave of absence to plan and direct the Physidal Education Public Information (PEPI) program. PEPI trained professionals to prepare press releases, to appear on television, and to influence decision makers. Originally we started PEPI with a concept in mind that I call

"comvelopment." In my mind communications establishes an image. It's the information, the credibility, the integrity of the group. Development, of course, is the fundraising aspect. You can't have development without communications first. If someone goes to a potential donor and says, "I'm president of the Alliance for Health, Physical Education, Recreation and Dance," they would likely say, "What? Who?" Most donors have never heard of us so we had to do a public information project first. PEPI was designed as a public information program. We were going to follow up with the development side. However, the National Association of Sport and Physical Education (NASPE) decided that it should be a one-year project.

In the spring of 1971, I gave a final PEPI report at the American Alliance's Convention in Houston. I was on the stage before a huge audience showing colorful slides. We were showing the results of the PEPI project: 3000 PEPI coordinators in the states with leadership in the State Association. I did not know that the new president of Kent State University was in the audience. The new president was Glenn Olds, who had given several talks to the American Alliance in the past. He was giving one of the keynote addresses in the NASPE section at this convention. I had not met Glenn Olds because I had been on leave. He and his wife were walking past the auditorium and heard me talking about PEPI and the promotion of our profession.

President Olds was very much interested in fitness and health-related issues. They just strolled into the auditorium and sat down and asked a woman sitting next him, "Who is that woman up there?" It happened to be one of my dearest friends and she said, "Well, her name is Fay Biles and she's from Kent State." He asked, "What do you mean, Kent State? I'm the president of Kent State. I don't know her." She said, "She's been on leave this year directing the PEPI project." At the close of my report he came up to the front of the stage and said, "I want to see you the minute you get back to Kent." In surprise I asked, "Well, who are you?" He answered, "I'm the president of Kent State University." I said, "Oh, all right." I was traveling all over the country and finally returned home on a Sunday night. My husband told me, "The president wants to see you at eight o'clock tomorrow morning. He's been calling every day." I said, "I can't see him at eight. I have to have my hair done first before I see anybody." He said, "Fay, he wants to see you at eight o'clock." The next morning, I called his secretary and I made an appointment. I said, "The only hair appointment I can get today is 1:30. So I can come in at 2:30." There was a long silence. She asked, "You mean you refuse to see the president until you have your hair done?" I said, "That's right. I look terrible, so I said I'll see him at 2:30."

At any rate, I went in to see him at 2:30, and he offered me the job of Vice President for Public Affairs and Development. I said, "You mean just like that?" He said, "Yes." I answered, "Now wait a minute. I won't accept it on those terms. I would be the first woman in the nation in the field of development, and the first woman vice president at an Ohio university. I want to go through an interview process. I want to make sure that the board, the faculty and the students approve."

The students were really the funniest. They took me to lunch. They were sitting there and they started out, "Fay, we want to ask you this question." I didn't blink an eye, and I treated them as equals. At the end they were saying "Dr. Biles this, and Dr. Biles that." The board approved and I became Vice President of Public Affairs and Development. But, it was through PEPI that I got the job. I've always treasured the opportunity my profession and the Association have provided for me.

ALLYS SWANSON: What did you accomplish for Kent State during your tenure as vice president?

DR. BILES: Actually, being Vice President for Public Affairs and Development for Kent State was very similiar to doing the PEPI project for the Alliance. The primary objective, and my goal, was to change the image of Kent State. Kent State is a very fine academic institution. It has good professional programs noted

nationally in some areas. Parents would say to their children, in northeast Ohio, "You can go to any university, anywhere you want except Kent State." So, it was my job to lead a change in image.

At the time of the shootings, Kent State had an enrollment of about 21,500. Kent State includes seven regional campuses going all the way from Lake Erie to the Ohio River. In actuality the overall population was about 27,000. After the shootings, 5,000 students immediately withdrew. Our fundraising went to almost zero. Nobody was going to give to a radical Kent State. The vice president who left that position said to me, "Don't expect on doing any fundraising in this area." Thinking that his comment didn't make sense, I planned a strategic agenda. We had to get money first. We had to get our fundraising back. In addition, the legislature had immediately placed a huge fee on out-of-state students. We had built three big dormitories for students from New York, New Jersey, and all the New England states. Kent State is right near the border in Ohio so a lot of students would drive out from Pennsylvania and come to Kent State. Without the out-of-state students, our enrollment declined and we had three huge, empty dormitories standing there. We had to return all the housing fees when the campus closed. Our reserve funds were absolutely depleted. Our biggest job, before we could concentrate on the image, was to get money as quickly as we could.

First, I set out as a development officer does to solicit corporations, foundations and individuals for contributions. I went to corporations in Akron, Ohio such as Goodrich, Goodyear and Firestone. I concentrated on the three biggies. I visited Mr. Charles Pelliod, who was the President and CEO of Goodyear Tire and Rubber Co. While doing my homework, I found that Mr. Pelliod was very strong on free enterprise. I knew that you just don't go to corporations, ask for money and offer nothing in return. That's a mistake many development people make. I suggested that we set up a center to study free enterprise at Kent State. He responded, "That's a great idea." After many months of discussion, Kent State's College of Business received a quarter of a million dollar grant from Goodyear. We established an endowed professorship for a retired businessperson, hopefully from a Fortune 500 company, who would spend at least one semester at Kent State discussing with students the values of the free enterprise system. It had to be someone who would sit down on the floor of a dormitory and talk until three o'clock in the morning if need be and who would also teach classes. This person would bring in visitors from the business world.

Our plans worked out beautifully and we developed a survey to show what the results would be. We gave the survey to the freshman business students coming in, with questions such as, "How much of the business dollar do you think goes

for profit?" We got answers like 33 to 35 percent, when in actuality it is two to three percent. I presented this to Mr. Pelliod as our starting point. I said, "At the end of the year, and at the end of the first semester, let's see what they've learned." We gave the same survey back to him with realistic answers. He was thrilled. Then we started a newsletter. We had speakers come in. It worked very well. We had the five-year grant of $50,000 per year.

Next, we started a luncheon group inviting all the CEO's in northeastern Ohio. At that time the Cleveland area had about 16 corporate headquarters. The luncheon group came to the campus about once a month, meeting in the Board of Trustees Suite. Speakers were challenged to speak on subjects that were on the cutting edge, perhaps on research that hadn't even been made public yet and to answer leading questions. Then I started a newsletter to the CEO's with any tidbit of news or research oriented items. The group got to be almost a family affair, and so I knew them on a first name basis. President Olds loved to travel much of the time and when he was gone, I'd be the hostess for the luncheon. Eventually, we received gifts from every one of them.

From B.F. Goodrich, I learned of their very expensive program for training executives and upper and middle managers. They were holding classes at a very expensive resort. After the May 4 shootings, we had three huge, empty dormitories and a million dollar deficit. The Student Center

was running a half-million deficit because we didn't have the usual number of students. I kept asking, "What are you going to do with these empty dormitories?"

I went to Goodrich and said, "You know, you could have a key to the top three floors of a lovely dormitory that we could turn into a training center for your managers. You could stay at that dormitory for $5 a night, per person; we can provide meals in our student center at $8 a day." Their eyes stared wide open. "It would be good for both of us," I continued. "People would see our students are not violent. You could use our library, our fitness center and all of our facilities. We have tennis courts and swimming pools." The representative of Goodrich was very enthusiastic, and he brought a group over to Kent State. They were impressed with everything but one thing. He said, "My men would never accept those shared bathrooms." That night I couldn't sleep. I kept thinking, "We cannot lose this project. The next day I called him with an idea. "Goodrich manufactures plastic products; they make wallpaper. Why don't you convert the two top floors and use it as a gift, a tax write-off to Kent State. You could put beautiful wallpaper on the walls; install nice carpeting. We'll have fluffy towels and good soap; we'll have new draperies; we'll make it really nice. You can have a lounge where men and women could come in and congregate. We'll have a bar set up." He said, "What are we going to do about those shared bathrooms?" I answered, "My

research tells me that men don't object to that as much as you think they do." Let's try it, and at the end of the first year we'll do an evaluation, and if that's the thing that bothers them, we'll end the whole project." He said, "That's a deal."

During the next month we papered, put up new draperies and laid new carpeting. It looked beautiful. The next problem was furniture. I told him, "Kent State can't afford to buy new furniture." He said, "Our warehouse is full of it. Everytime a new executive comes in, they clean out his office and put in all new furniture. The old furniture is in the warehouse." I went over to Goodrich and picked out beautiful furniture for the lounge. There was one painting that was absolutely gorgeous and I said, "We've got to have that." So it went on the wall in the lounge. After everything was completed, we held a big press conference with the President of Goodrich, all their executives and Kent State's President and Vice President. Everyone toured the facility and was presented with an elevator key to the fifth floor. When the President saw the painting he exclaimed, "Where did you get that?" I said, "Out of your warehouse." He said, "That's a priceless, invaluable painting. That's, that's. . . you can't have that." We told him to take it back with him. He lifted it carefully off the wall. We got other pictures and put them up. He said, "This furniture

looks familiar." "Yes," I said, "It's out of your warehouse."

The program brought in three million dollars a year to Kent State and they loved it. In turn, Goodrich offered our researchers the use of their large, very sophisticated Computer Center, one of the first in the nation. They placed their administrative offices in the library in unused space. One professor called me, shouting, "How dare you bring a business into the inner sanctum of the university circle? How dare you put them in the library?" I said, "Now wait a minute. Did you get a raise last year?" "No." "How about an increase in your library holdings?" "No." I said, "Did you know they are paying rent for those rooms, and everything that comes from that rent goes back to your department for publications?" "Oh," and he slammed down the phone. I'd forgotten that you not only deal with the public, but there's a lot of internal information that must be shared. I had learned that through the PEPI project. PEPI was externally oriented, but it did a lot for our own professionals.

Then I turned to Firestone Co. with the question, "Who trains your middle managers?" He said, "We do our own in-house training, but, we have big rubber plantations in Liberia. We need a training program for them." I asked, "Why don't we send our College of Business professionals over to Liberia, to show them what is needed. Then you can send their middle managers to Kent State; we'll train them,

and send them back." That was all set to go. That was a multi-million dollar project but that was when Firestone had trouble with their tires. They had to recall all those tires, and they were hurt financially. That ended that program.

Next we wrote a grant to the Ford Foundation Venture Fund which is given for creative programs at universities. We got the $250,000 grant. Based on that grant, I sent a proposal to the Lilly Endowment for creative teaching. Because we'd obtained the Venture Fund Grant from the Ford Foundation, we were awarded that grant. Then we had to develop creative, innovative teaching methods. Somebody told me that the Air Force does a beautiful job of preparing ROTC professionals. I went to Montgomery, Alabama to the War College. It was a fantastic program. In fact, we still don't use some of their advanced methods. They have, for example, an audio-visual center where they do speed hearing in addition to speed reading. They use a machine that can take an hour's lecture and condense it to ten minutes. It takes out all the commas and the periods and talks real fast. In three months they acquire the equivalent of a four-year degree in education. They cover all courses from introduction to education to assessment. So, we did a lot of that type of research. We used all kinds of new methods.

In the meantime, we were working with the media; ABC, CBS and NBC. The minute there was any rumor about anything

at Kent State, they'd be on the telephone asking, "What's going on? Shall we come out from New York?" The news was that Kent State was developing plans for building a new gymnasium, an annex, and there was a major hassle about where it should be built. The Dean of the School of HPER said it should be an annex to the present gym next to the practice football field where the National Guard had lined up on May 4. It was adjacent to the parking lot and to the hill where the four were killed. Bedlam broke loose. The protestors descended on Kent State University and made a vow that the University was not going to build the annex in that area. Many of these students had been or were public relations majors, and they knew how to reach the public. They'd call press conferences themselves. My division was always dealing with what are they telling the press and what we can tell them. From then on, for two years until the building was built, there were many demonstrations each Saturday. Tear gas was common. My job was to convince the public that the annex was not <u>on</u> the spot where the four were killed.

We went to ten courts with five judges. The parents of the four students killed sued the State of Ohio, the Guards and the Governor of Ohio. We were in court constantly. The protestors feared that when people came to see the area, there would be a building there and it would look as though the area was closed in. In actuality, the area where they were shot was wide open. In fact, at the moment of the

shooting there were no students close to the Guards. But, remember, I said there was that sound; perhaps there was some reason why they turned and fired. We still don't know. Most of their guns were up, but some were not. They didn't want this feeling that they were closed in. They fought it tooth and nail, every way they could. Finally a huge fence had to be put up around the building area. Well, the prostestors would climb the fence. They would knock it down. Then they got the idea that they would have a "tent city." So they pitched tents next to a hill they had always called "Blanket Hill," where all the kids went out and partied. So the building was taking away their "Blanket Hill." They used every means to reach the public. It ended up that some of the NBC, CBS, and ABC staff moved into tents too, and they just stayed right there.

Every Saturday we'd have a riot. I mean we'd have a big demonstration. On one Saturday, my counterpart at the University of Michigan, Michael Radick, called me. He said, "Fay, your people are up here getting all of our kids on a bus to come to Kent on Saturday to have a big demonstration." The next call I got was from the University of Chicago saying they were renting a bus. I went to our Chief of Security and said, "I think we're going to have a big crowd here on Saturday." He said, "Oh no, Fay. Don't worry about it." He said, "There won't be more than a hundred people. We can handle it." I said, "I don't think so. I think this is

going to be a big rallying point." To make a long story short, two thousand people showed up, and our police could not handle it. The demonstrators did a lot of damage. They tore down the fence. They wrecked machinery and painted all over the campus, signs, signals, all this type of thing. A couple of Saturdays later they were going to repeat it so they had more police come in on horseback with tear gas. They were right across the commons where all the students were sitting. It was worse than May 4th.

The students followed me everywhere because I was the spokesperson for the University. Every time they saw me they'd sing, "Fay Biles. You can't hide. We know you're on the murderers' side." This went on and on. They picketed my house. The minute my husband left for work in the morning, they'd come out to picket with jeeps and signs around the cul-de-sac in front of our house. They would follow me to television stations. They would follow me to radio stations. They'd come in and sit in the back and taunt me. They'd follow me in cars. I had to have a security person with me, or the state patrol would escort me down to the Ohio Turnpike so I could get on the road home. They would call me every day and threaten me. They would say, "We're gonna cut you up in pieces and send you home in a box." It was this type of thing all the time. They would come to my office en masse, and my secretary was scared to death of them.

Well, you can imagine they got very radical in their dress. They would wear handkerchiefs around their faces because the FBI said if you could identify them, they would go after them. They would also wear Cuban hats. They'd pull the hats down with the kerchiefs under them. All we could see were their eyes. They would march into my office looking like that. One day I came into my office and my secretary was climbing out the window. I said, "What are you doing?" She said, "They scare me to death." I said, "Well they're coming down the walk." So I had to get her back in. We would have weekly bomb scares. We would have until four o'clock that afternoon to find four bombs--one for each of the students killed. We had to evacuate all the buildings. They would say, "There's a bomb planted in your office because you're the one speaking to the public." Staff were trained in every building to search, and within fifteen minutes, every building would be searched.

DR. VAN OTEGHEN: How long did these kinds of things go on? How frightened were you?

DR. BILES: All I can say is that they never scared me. They were my students, and I'd laugh at them. We lived through a violent two years. Then one day the president and the police thought they'd better drag these kids off the hill. The State Patrol arrived wearing black gas masks and carrying large black clubs. At 8 a.m. they

literally dragged and carried every kid to a bus and arrested them.

One night an obviously stoned student called me and threatened me again. I asked him, "By the way, can I ask you a question? How are you all living? Some of you are 30 and 32 years old; you're not working. What are you living on?" He said, "Oh, we're paid $80 a week to stay here and protest." I asked, "Who in the world would ever give you $80 a week?" Then the phone went dead. I called the FBI, but the FBI had been told to stay out of Kent State; however, if we could identify a bank, they could become involved. We never could.

During the protests, Reverend John Smith came to the campus. He was chairman of the Methodist Community Advisory Committee. He stayed with the radical students and incited them in a very quiet way. In the end, he had them whipped into a frenzy. That's when they climbed over the fence and destroyed equipment. The hard hat construction people vowed that if they could get their hands on these students, there would be real bad trouble. One day John Smith climbed the flagpole and tried to take down the American flag. This type of activity was going on twenty-four hours a day. Now when I look back on it, I don't know how we lived through it. But, we did.

DR. VAN OTEGHEN: You must have been confined in your position, not sure of what it was the future would hold.

DR. BILES: Oh no, but I knew the future of Kent State was at stake. People asked how we could stand the stress. Students asked, "How can you give the viewpoint of the board when you side with us sometimes?" I answered, "I just have to keep in mind the goal all the time: the future of Kent State." The survival of Kent State was really the question. The Governor was going to make a prison out of Kent State at one time. Survival was the goal that kept driving me all the time.

Then one day I was invited to go to Cleveland to debate the leader of the radical student group on television. The host was an older man who idolized John Marshall. John Marshall came from Cleveland and founded the Marshall Law School. When I walked in, he said, "I'm going to ask you a question. Why are you doing this to these students?" I asked, "Are you prejudging that these students are right on this? If you are, let me know because that's not what I was asked to do. We're supposed to be debating and you're supposed to be neutral." It was obvious that he was siding with the students, and that he was going to destroy me and the University on television. During the program he asked, "What will you do if the courts go against you?" I said, "We'll obey the courts, obviously. Whatever the judgement

is, that's where Kent State will go." He turned to the student and asked, "And what will you do if you lose this court battle?" By this time, the student leader was really excited. He answered, "We're just going to keep right on protesting just the way we've been doing. We're never going to back off." The shocked host said, "That doesn't sound too good. That sounds almost like communism. You're living outside the law." The spokesperson said, "You're damn right we're communists and we're damn proud of it."

That program was the turning point. By the time I got back home and went to my office, there were a hundred calls from people who heard the program and said, "We had no idea that the students were that kind." It was luck that he just lost his cool and made those statements. From then on the contributions stopped going to them, and the campus settled down.

DR. VAN OTEGHEN: Were you given credit for turning things around at Kent State with all you did and for hanging in for so long?

DR. BILES: Not really. We have to keep in mind that I was the first woman vice president of a major university in Ohio and the first woman in development across the country. The Board and some of my colleagues would compliment me on radio or TV shows. Night and day I was out on the cutting edge. I'd appear anywhere the press would meet me. I was on television all

the time. They would compliment that, but never the big picture or total contribution.

I could relate to women the horror story of how I got the job. There was an older medical doctor on the Board and a single older man who absolutely never would consent to hiring a woman. Afterwards, they fought me tooth and nail in everything that I did. The vote was always nine to two in anything that I suggested. These two men were just vehement in their dislike for women, particularly married women.

At the end of the first year, President Olds went to the Board with the same raises for all five of the vice presidents. When it was presented, the doctor jumped up out of his chair and said, "Absolutely not. I will not give that woman the same raise as a man. Never--she's a woman. And besides that, she's married." He said, "I just won't stand for it." I looked at the president and when he put his head down, I came right out of my chair. I said, "If you say that at the public meeting, I'm going to sue you. It's against the law. That's discrimination." He said, "Well, well, you're incompetent. Yes, that's it." I said, "You have done an evaluation? And if so, I want to see it, because the President has just given me a glowing report of everything I've done, how hard I've worked and the results." But, that did not matter to him. I was a woman and I was not going to get the same raise.

To make a long story short, the men received eight percent and I got less than three percent. For six years it was the same story. They would never go along with the same raise for me because, and it was right out in the open, I was a woman. I would go home, pace up and down the kitchen floor and vow, "I'm going to sue them." My attorney husband would say, "Now Fay." His favorite expression is,"Now Fay." He'd say, "Now, Fay, just calm down. You're the first woman. If you cause trouble, you will ruin it for the women coming up behind you. They'll never hire another woman."

Then the President divided the vice presidents into committees along with trustees. He thought that if he put this older doctor on my committee, he would see how good I was. This doctor insisted that we meet at his country club. By the time we got there, he already would have had at least three martinis and was always pretty well intoxicated. He never knew what was discussed. He never knew what went on at those meetings. However, when I would give the report at the public board meeting, he would always say, "I don't remember agreeing to that. I don't remember that we ever talked about that." I'd ask myself, "Shall I tell the press that he was drunk at the time and that's why he doesn't remember." I made up my mind that if women were going to get ahead they had to learn to operate in a man's world.

The vice presidents would always come in twos to the meetings. They'd always go to breakfast before our meeting

on Friday morning. It was so obvious. The hidden agendas and agreements were all set. So, I developed an information gestapo, so to speak. I asked my secretary to make dates with their secretaries during the week to find out what they were going to bring up at the meeting on Friday. She was very clever. By the time I went to the Friday meetings, I knew everything that they were going to present. I had all the back-up material they were going to produce. Or, if I knew they were going to bring up something, I'd do research so that perhaps I knew a little more and could offer some additional information.

I discovered that they were not good at finances. I wasn't either, so I attended seminars; I studied. I did everything in my power to show that would be an area where I really excelled. The President appointed me chair of the Personnel Committee. He told me he wanted to come up with a better performance appraisal system. IBM has a wonderful training course which I attended. I brought back excellent material and tried to introduce it. They didn't know what I was talking about because it was out on the cutting edge. At the Friday morning meeting, President Olds said, "Let's take a break before we make a decision." The men went directly to the men's room. I followed them right into the restroom and I said, "Look, I know the decision's going to be made right here. I want to be here when it's made." Well, they were in

shock. So we talked in the men's room and then came back to the meeting.

I had to make many adjustments because I was the only woman. If I walked in first to the meeting, nobody would come sit next to me. I always waited until everyone was there and then I'd sit down. Then nobody would say anything about it. I could write a book about the sexist remarks that never ended. One day when they all smoked heavily my head closed up tight. I got up to open a window to let some air in. It got real quiet. I turned around and they were all staring at me. One vice president said, "Hey Fay, you should wear sweaters more often." I thought to myself, "Oh what'll I say to that?" I was always searching for either a smart answer or something that wouldn't put them down but at least make a point clear.

In order to share my experience with other women, I helped start the Development Opportunities Vocational Education (DOVE) project for women over 30. By the way, that's one of the ways we got our students back. The women's project brought in 3000 women. We held DOVE Days to show them where the opportunities were and what kind of training they needed. Women were coming back to finish degrees and to start master's degrees; many of them finished their doctorates with project DOVE. It worked out well.

I was alone at the top and I got little support from the men. They seemed to gloat if I were in trouble or out on a

limb. They would seldom come to my support. But, I remained friends with them. As Vice President for Development, I joined the National Association of State Universities and Land-Grant Colleges (NASULGC). I became Chair of the University Relations Committee, the public relations council for that national organization. I also joined the American College Public Relations Association (ACPRA) and the American Alumni Council (AAC). They do similar things. The presidents were examining the cost of sending people to both of these organizations. As it turned out, I served on the committee to merge the two organizations, and I was on the first Board. We formed a new organization called the Council for the Advancement and Support of Education (CASE) which is still strong today. CASE gives awards for outstanding programs and projects. We submitted to CASE all the projects we did at Kent State. As it turns out, we won 17 awards for communications and public relations projects. Newsweek runs a prestigious contest every year to determine the best public relations programs at U.S.A. universities. Kent State won second place, Emory Medical School won first place. It was unheard of to beat universities like Purdue, Michigan, and Wisconsin.

ALLYS SWANSON: You talked about the DOVE program. What is the current status of the older woman student at Kent State?

DR. BILES: It is interesting. After I left the job,

the men who were vice presidents wouldn't hire another woman to keep the project going. Although it was a beautiful program for women, it's a very minor program now. In 1977 President Olds resigned amid a lot of turmoil. The new president, Brage Golding, was not strongly in favor of public relations. He wanted to make Kent State an isolated community within itself. He and I just did not hit it off. In my opinion, he was really not a very nice person, and he did hateful things to people. I resigned and went back to teach in the Allied Health Science Department.

In the meantime, the school of HPER had split. The health curriculum was moved to the College of Education. Physical Education, Recreation and Dance formed PERD. Because they needed people, I went to the Health Education Department and resumed my interest in health-related fitness. I'd always retained my membership in the Alliance and had gone to all the national conventions. I stayed as active as I could, but I was much too busy at Kent State just trying to get through the turmoil.

Another program I really took pride in was one in which we began talking about the elderly. Through Project DOVE, a lot of older women came to our campus. There were women in their sixties coming back to do master's degrees. Women would call me and say, "Look, I'm afraid to come on that campus. Meet me downtown at the corner drugstore." I went everywhere. Women who had raised children came back and

said, "Do you think I could pursue a degree?" Many of the women had undergraduate degrees but didn't have the confidence to come back, so I did a lot of confidence building. Also at that time I discovered that as women grow older, they experience the empty nest syndrome and face a real dilemma. That's when I became interested in gerontology.

In the meantime, before my mother died, we had to place her in a nursing home because she needed around-the-clock care. When I went to the nursing home, I was shocked by the conditions and how the residents were treated. The most traumatic time was when I asked, "Where are her teeth?" They looked at me as if I were an idiot and said, "We had to take them out. She might swallow them." I then realized how little I knew about the aging process and what happens to people in the terminal stages. I went back to Kent State, called a few people together and said, "Do you think we need a gerontology program? When my mother died, I requested that in lieu of flowers, money be sent to Kent State to start a gerontology center. Representatives from fourteen academic departments came to the opening meeting. People said, "Are you crazy? We can't get two departments to work together, let alone fourteen." Those fourteen, however, were very positive, and they stayed together.

Today there are undergraduate and graduate degree programs. They are completely interdisciplinary, which was

unheard of at the university at that time. The original fourteen have conquered obstacles and are still very active. In fact, they just presented me a Gerontology Fellow Award last year. If people are creative, innovative and perceptive and if they can see the trends and determine what's needed, then they can put everything together in a meaningful way. That's how I'd like to see the Alliance perform. We in the profession should always be perceptive leaders.

ALLYS SWANSON: That brings us to your professional development within the Alliance. By the end of the 1970s, you were elected to the highest position in the Alliance. From 1979 to 1982, you served as President-Elect, as President, and Past President. What were your first impressions of the major issues facing the Alliance?

DR. BILES: When I became President-Elect, the Alliance was heading for a half-million dollar deficit. President Glenn Smith said to me, "Fay, we need a fundraising project immediately." Earlier at a PEPI regional meeting in Chicago, Jean Barkow had told us about doing a rope-skipping project with the American Heart Association. That idea was always in the back of my mind: if we could conduct a national program with the American Heart Association (AHA), we could divide the proceeds between heart research and preventive health education.

Elinor Darland and Kelly Andrews of AHA deserve a lot of credit. Never in my life have I worked with anyone who could

take an idea and develop it as Elinor did. She, George Anderson and I started the Jump Rope for Heart project. I'd call Elinor at 10 a.m. from somewhere in the United States and say, "Elinor, I just met with this person. Can you get something in the mail this afternoon to spell this out for them, so they know what we're doing?" She would sit down at the typewriter and by 4 p.m. a letter would be on its way explaining the Alliance's background. When we were developing the project, Elinor and I called AHA in Dallas. After our conversation, Kelly Andrews, director of special projects, came up to Washington. Elinor and I met him for lunch at a sidewalk cafe in downtown Washington. Elinor had to leave at about three in the afternoon. Kelly and I sat there and talked until eleven that night. The longer we talked, the more excited we became. We designed the whole possible dream of having this project go nationwide. Kelly went back to Dallas and talked with the Vice President for Development. He liked the idea, but he wasn't sure it would ever fly with the American Heart Association. We went back and forth several times. We had always said that we'd raise money for heart research, but that we wanted part of the money to come back to the state associations and to the Alliance for our educational programs. We wanted to address strongly the prevention aspect of health care. AHA had never split income from fundraising projects. We negotiated for a whole year with them.

Finally, Bill Moore, executive director of AHA, said, "I'll tell you what. Why don't you address the whole AHA Board of Trustees?" The Board was composed of a hundred cardiologists. I walked into the room to find them all seated around a huge table like a United Nations meeting. I presented our ideas, and they listened. I emphasized that we are an educational association and we educate for prevention. One by one they replied, "We need and want money for crisis intervention. We need more money for coronary care units, CPR." I repeated, "Yes, we do need research, that's true, but we also need emphasis on prevention."

AHA didn't do much in the preventive field at the time, nor in the educational field. So I kept repeating, "We need to think about children and adolescents. In that respect, AAHPERD is kindergarten through college age." I could tell the reception was cool. Thinking quickly I replied, "Look, we're going to raise millions of dollars for you." When I said millions, they started to perk up again. Chicago Heart Association had done a pilot program in Chicago just to see how it would work. It raised over $400,000. "Look, the Alliance has just raised $400,000 in one area of one state. Multiply that by 52 states and territories, and figure out how many million dollars that amounts to." They took out their pads and pencils, "Oh yes. Well, what did you have in mind?" It was a complete turnaround.

The largest fund-raising project AHA had ever held on a national scale had raised $150,000. "Well that's peanuts," I said. "We're going to make your fundraising look sick. We're going to raise millions, but we will only do it if we can have a cut in order to address prevention and education." They replied, "No, we've never given a split to anybody. We have lots of people doing fundraising. We never give a cut to anybody and we won't give a cut."

With that, I left the board meeting. The next stage was meeting with their auditors, all the treasurers, all their CPA's. George Anderson and I met often with them. They fired questions right and left about who we were, what this building was that we were building and how much it would cost. They wanted to know if the money would be spent on brick and mortar, or if it would fund cardiovascular programs.

We answered all their questions, and Elinor Darland drew up all kinds of background material. George and I gave them all the materials on who we were and what we had done. We had to go through all the programs we had started such as the Youth Fitness Movement in America, Lifetime Sports, recreational programs, health programs and the President's Council on Physical Fitness and Sports. Finally, they felt comfortable that we were a powerful organization even though they kept telling us, "We've never heard of you and how can you have 40,000 members with such low visibility?" I told

them, "We are one of the best kept secrets in America. Educators are notoriously poor public relations people. They do a wonderful job in the classroom, but they rarely go that step beyond and tell the public."

Finally they said, "Okay, the last hurdle is that you must go before the entire delegation of the American Heart Association members at the next national convention." There must have been 4,000 people sitting in that huge auditorium because every state and every region has its own representation, in addition to all the committees. They alloted me fifteen minutes during which I had to convince all of them to vote to accept our project." Elinor, George, and I put our heads together. I told them, "We've just gotta knock them off their feet; we've got to bring them right out of their chairs." I told AHA, "We want the biggest screen you can get up in the front of the auditorium." I worked with their people to move to the back with a projector. We designed the little PEPI figure and had it moving with the arms and legs going. We had it rotating and doing all kinds of movement. They did a beautiful job.

The first script was very dull. I said, "No, this is not going to do it. It can't be so cognitive. It's got to be affective. It's got to reach them at the emotional level. Then we'll bring it back to the cognitive, but the cognitive alone is not going to do it. I don't want to give just facts and figures." With the huge PEPI figure behind me I said,

"We've heard that the largest fundraising project you've had, raised $150,000. That's peanuts. We're going to make your past fundraising look sick by comparison. We're going to raise MILLIONS of dollars." I told them about Milwaukee and Chicago. "Multiply that, by 52 states. I guarantee we'll raise at least four to six million dollars the first year."

They had just gone through a session where they'd not had money to do all the things they wanted, and I'd listened to all of that. I said, "You can pick up everyone of those projects you were just talking about and you'll have enough money to do that and more. But, there's one thing we reserve the right to do. We will raise millions of dollars for heart research; but, as an educational association, our mission is preventive education. We believe that good firm education is the basis for preventive care, and we reserve the right and a cut of that money to address preventive health and fitness education, and health-related testing. But remember, AHA is going to get 90 per cent of the total. 5 per cent will go back to the states and 5 per cent to our association. All of our wonderful health and physical educators are going to be doing all the work." I pointed out how much it would take, the work the American Alliance would have to do. "For 5 per cent we'll do the administration of Jump Rope for Heart. We'll make the guidelines and prepare materials. It will be a national program, and I guarantee we'll raise millions."

At the end of the 15 minutes, everyone stood up. They clapped, they hammered on the table, and they stamped their feet. Television and movie star David Hartman was there as AHA's national honorary fundraising chairman. He is about 6 feet 5 inches tall. David was currently hosting the CBS "Good Morning America" TV show. He picked me up and swung me around before the group. And then the PEPI figure was off and running across the screen. They went absolutely wild and when they took the vote, it was 100 per cent. From then on we sat down and continued to work out the details.

Unfortunately, a few of our states jumped before we published the guidelines. Over 2 million kids were to be involved, at hundreds and hundreds of sites. Every year we have planned, as good marketing people do, something new, something different. Then, to insure that the educational impact was going to continue, AHA invited me to join the Health Education of the Young Committee. Later, I served as its chair. I served on that committee for four years and we published all the heart materials such as "Putting your Heart in the Curriculum." We created songbooks and videotapes. We invited the Jump Rope For Heart committee to make manuals. Remember "Jump for the Heart of It"? We made those packets. This was the first time an educational program joined a fundraising project. I made sure that there were good materials for the project. We raised between five and six million dollars the first year, but every year since we have

grossed nearly $20 million. Paul Nowak was hired in Reston to head up the project.

AHA does all the preliminary public relations and printing. They really play a big role as do our people. At first we had to keep team building. Their people would change and someone would say, "You're giving them too much. You're giving them a cut?" Every time that happened we had to make sure they understood. There is a joint taskforce now comprised of our people and their people. We said that we would celebrate when we went over the hundred million mark or the ten year mark. It coincided--we've raised over $160 million from this decade of success. Texas, for example, has gone over the $3 million goal. States have started demonstration teams. We're known all over the country now, and our PEPI people are involved. They make sure publicity and pictures showing kids jumping are circulated. In Cuyahoga Falls, Ohio they had the Jump Rope For Heart Day. A man called and said, "I've jumped rope all my life. May I come over and jump with the kids?" We said, "Sure." He was eighty years old and he was great doing tricks. I called the papers and all the radio stations immediately. He was interviewed over a period of three hours, and he never stopped jumping. The item hit the wire services and bounced all over.

There are a lot of creative things being done. For example, in Vermont, they said, "Did you hear what we did?

We set up a smorgasbord. When each child jumps, the parents provide a heart healthy snack. They bring it in and put it on a long table. After the kids jump, they go over and choose any snack they want. Their favorite snack is ants-on-a-log." I said, "Oh, what are ants-on-a-log?" He said, "It's a piece of celery with either peanut butter or cheese with raisins on the top. The kids call it ants-on-a-log." The creativity and the ingenuity of our people over the years has been just unreal.

ALLYS SWANSON: In addition to the Jump Rope For Heart program, what other challenges did you have to overcome during your presidency?

DR. BILES: In addition to the large deficit, the committee told me that George Anderson was going to retire. I called George and he said, "By the time you come in next year as president we'll have a new person in place. You won't have to worry about that." Well, they couldn't find a person and George resigned at the end of my president-elect year. We had to hire the new Executive Vice President, Bob Windsor. As it turned out, Bob Windsor didn't fit the job, and it was a year of turmoil. I had to stay on top of daily problems. It was really a bad year.

That was also the year we moved to Reston, Virginia. Opening a new building and moving in with a new executive vice president was traumatic. Half of our staff stayed in Washington, so we had many new people. We were in debt, and

I was trying to get a new fundraising project group. Thank heaven I had taken a year's leave of absence from Kent State or I never could have done it. That year it was a twenty-four hour, seven-day a week job. Every day I had to write to the President-Elect and the Past President to inform them of events.

It finally turned out that we made the decision to evaluate the Executive Vice President. We hired a committee to interview all the people in the office, who had a lot to say. Kenneth Clarke was chairman of the Finance Committee. Casey was very adept at compiling research instruments so he developed an appraisal survey. The results of the survey verified Bob Windsor's lack of confidence vote. In Boston, I was just ready to put the gavel down to open the meeting when Mr. Windsor walked up the middle aisle and handed me an envelope. It was his resignation. I had to open the meeting and then immediately turn to get the executive committee aside. We had to decide what to do because we had to address that in the Representative Assembly and in the board meeting. It was a hectic year. The next year we had to hire another person. The selection committee didn't choose any of the candidates so we went into another year with Ray Ciszek acting as executive vice president. Ray and I talked every day about how things were progressing. It was a year I'll never forget.

ALLYS SWANSON: Were there any disappointments?

DR. BILES: I can't remember any disappointments. First of all, I don't dwell on disappointments. I refuse to be defeated or even to think negative thoughts. When something happens, my immediate thoughts are, "How can we correct it and how can we move on?" I can't remember any real big disappointments. Jump Rope For Heart was falling into place, so at the end of the year I felt quite good that we had moved ahead.

ALLYS SWANSON: Your work with the Alliance continued into the 1980s. Your life has added more new dimensions. Take us through the 1980s with regard to the development of your Olympic work, your international work, and then your ultimate retirement from Kent State.

DR. BILES: After serving as President/Past-president of the Alliance I continued to work hard making sure that Jump Rope For Heart was successful. I continued working as chair of the Health Education for the Young Committee for the American Heart Association. That work finally ended and I moved on.

In 1980 I was appointed to the United States Olympic Committee Education Council and a new era began. We were working on curriculum and supplementary activities based on Olympic ideals. We did a lot of work on the development of the concept of "Olympism" which celebrates the ideals, values, and strengths of the ancient Olympic games and the Olympic movement. Kalos Kagothos is a Greek term referring

to the harmony of body, mind, morals or "Olympism". Working with the United States Olympic Committee has been real exciting because it holds such promise for our young people. If we can get our very young, our youth, and our adults to look at the beginning values and ideals of the Olympic games, the Olympic movement, and "Olympism", I think we could convince them to practice good sportsmanship, to stay away from cheating, violence, gambling, drugs, and everything else that's negative about our sports' scene. I feel that we must return to the moral, ethical values in sports.

I became very active in helping to develop curriculum materials in the Olympic-based programs. In 1984 I was reappointed for another quadrennium and was appointed Director for the Olympic Day in the Schools program. Olympic Day in the Schools outlines how each school can focus on excellence based on activities in subject areas. The program culminates with an Olympic festival event. The manual that we prepared with an advisory group was to help them plan for this festival event. All the committees are outlined. They have art contests, poster contests, English themes and essays, poetry contests, and field events. There is an opening ceremony exactly like the Olympic games. They use the athletes' creed, their oath, and all the symbolism of the games. We teach them what the symbols of the rings, the flags, the doves, and the flame mean. They compete in their games, and then they have a closing ceremony. This has been

one of the most exciting programs I've ever participated in because it stimulates amazing ingenuity and creativity of our teachers and students. In some schools, each room focuses on one country. Anyone who walks into the room feels as though he or she is in that country. The walls are covered with symbols from that country, such as the flag, pictures, etc. They use the language, the money, the customs and the mores of the country. They learn music and authentic dances of that particular country, and they wear authentic costumes which the parents make. They have bake sales with authentic recipes from each country. We were fortunate to receive a large grant from McDonald's, who published "Visions of Glory," a manual that has activities such as crossword puzzles for each class. The sheets can be duplicated and handed out to the children. There are gold, silver, and bronze stars and medals for excellence.

During the next quadrennium we're going to enlarge the curriculum. We're going to do much larger sections on Albertville in France, site of the 1992 Winter Games and on Barcelona, Spain, site for the 1992 Summer Games. We'll have a project for young children in kindergarten through grade three titled "Faster, Higher, Stronger, (Citius, Altius, Fortius) based on the Olympic Symbols.

ALLYS SWANSON: Is your work with this committee above and beyond your teaching position at Kent State?

DR. BILES: It was until 1985 and then Kent State University offered an incentive program. For those who would take early retirement, they would add five years onto the retirement schedule. I signed up for early retirement and took the five years. I continued working on my consulting firm. I now have two consulting firms, a tape business, and my volunteer work.

ALLYS SWANSON: Tell us more about your consulting firms.

DR. BILES: One consulting firm is called FAVA Associates. I joined forces with Virginia Bowman, who is very well known in Akron. I took Fa and Va and made FAVA Associates. We consult in management and leadership skills. We especially enjoy teaching adults in associations, government agencies, corporations, and organizations. I wrote my dissertation on self-concept and I'm still very much interested in confidence building programs. I wish I could give many women a shot of self-confidence to take risks, to compete equally with men, and to really climb the ladder to the top where they deserve to be. I do many programs to help people become more perceptive of what's going on around them. Other workshops include personality styles, communications styles, leadership styles and team building styles for the new agenda, Strategies 2000. We also focus on stimulating creative thinking process, using intuitive skills and using integrative right-left brain thinking and feeling.

We've had great success working with the American Hospital Association, especially with the Directors of Volunteer Services. The doctors and hospital staff seem to look down on the directors because they work with volunteers. I've taught negotiating skills and worked on improving their image within the hospital structure. I've been invited many times to speak at their national conventions in San Diego, Toronto, and New Orleans. Each state sends the president of its own state association. Working with the national organization is very rewarding because I meet wonderful, caring people, and I want to help them as much as possible. They are so eager for information on skills. I give them bibliographies and communicate with them.

Then I still do a lot of work in the health field, with stress reduction for people who are in high stress jobs. I call it "Survival in a High Tech Society." Many people in the corporate world are under a tremendous amount of stress. Therefore, I've been doing a number of workshops in companies where mergers have taken place and resulted in very stressful situations. Employees don't know whether or not they'll have a job tomorrow, and no one is sharing information. I try to help them cope with the changing situations and become more perceptive about trends, their goals, and their skills.

Then I started to work with children. I teach them how our Olympic athletes relax before a performance. We have a lot of information on relaxation therapy in East Germany,

Bulgaria and Russia. The USOC now has a sports psychologist to work with our athletes. Greg Louganis used relaxed concentration, mental imagery, self-talk and mental rehearsal. Most Olympians use these methods, except Debbie Thomas, who didn't want any part of it. If you saw her performance in the finals at Calgary, you could see she was so uptight that it affected her usually perfect performance. I couldn't even watch because I knew what was going to happen.

At Ohio State, we've been working with Olympic divers. I have a partner, Robert Kistler, who has worked with me at Kent State for twenty-five years. We've been researching and improving our methods and now we have our own firm, "Stress-Free, Inc." We started by conducting sessions on relaxation, mental imagery, self-hypnosis and autogenic relaxation. At first we worked on a one-to-one basis, but then it got to the point at which we just couldn't keep up. We started to say, "We'll make a tape for you." We use Baroque music in the background, which is 60 beats per minute at 4/4 time. This rhythm brings your blood pressure and pulse rate down, and reduces brain waves to Alpha 10. As a result, we're now in a successful tape business.

There was a very progressive superintendent of schools in Canton, Ohio, who believed that our relaxation therapy could help improve remedial disorders. The Director of Government Programs works with remedial reading and remedial

math students. He said, "Why don't we try this with the our elementary students with whom we've had no success?" We told the parents what we were going to do. We talked to the children; we relaxed them. My partner took them through the relaxation phase while playing the Baroque music in the background. Then they went into their reading lesson. At the end of the year when they took the post-tests, some of them had gone up as high as 16 to 20 percentile points. It was unbelievable!

DR.VAN OTEGHEN: What were your students' ages?

DR. BILES: Most were between the second and sixth grades. When we played Baroque music for the parents, they laughed and said, "But our children are listening to loud rock and roll. How in the world are you going to get them to listen?" Students came into the classrooms and said, "Where's the music tape? I need that music tape." It quieted and calmed them so they could concentrate. The program is called "The Process of Creative Thinking," and it's been very successful. It fits into a kit that includes a videotape, an audio tape and a tape with which children are taken through the process. I wrote a book The Process of Creative Thinking, and that's included in the kit. We are now getting ready to go national with it.

ALLYS SWANSON: We've talked about trend analysis areas in your career. What directions do you think

the profession is going to be moving in the next 10 or 20 years?

DR. BILES: That's very difficult to say at this point. However, I think the health trend is going to continue. It's got to. Health care costs in this country are soaring, and something must be done about them. Dudley Hafner, who is the executive director of the American Heart Association, presented a talk at the dedication of our building at Reston. He said, "If the health care costs continue to soar at the rate they're going, by 2000 we will be spending $3 trillion on health care costs." Then he posed the question, "Who is going to pay for these costs?" Our children and grandchildren are not going to be able to afford it. He said AHA already has formed an Ethics Committee because it's going to become a matter of ethical concern. Are you going to pay long-term health care for someone who has never stopped smoking, never watched what they were eating, never lost weight or practiced fitness? Keeping people alive means they're going to be living longer. I think euthanasia and other ethical concerns are going to be big controversial issues. Surgical operations are becoming more and more expensive.

The problems facing children and adolescents have to be solved. When I did my dissertation, I followed it up with some work with middle-school aged children. I found that their self-identities and their self-images were not

positive. We need to do much more work with our adolescents at risk. I think the best kept secret in this country is the fact that we could prevent the drug culture if we could teach our children to become more physically active. Activity gives a natural high and offers them self-confidence. However, the parents need to realize this. I think our job is to convince people that we have one of the avenues to curing and preventing some of the problems in this country with our youth. I think the gangs are going to continue. I think crime is going to get worse, and it may be like the Chinese who said we had to write off a whole generation of people who were on opium. I hope it doesn't come to that in this country, but I think it's out of hand.

Schools are suffering, and the police can't be expected to handle it. I saw evidence of the gangs in Los Angeles. Then I was in Omaha and, lo and behold, some of the gangs from LA had moved to Omaha. Then I got home and the next night I heard on television that Detroit and Cleveland were being warned that gangs were moving further east. Washington, D.C., is already a disaster. Problems with young people are increasing, but the Alliance presents some potential help for our young people.

The East-West Center in Honolulu, Hawaii, is trying to marry eastern and western philosophies and come out with something that makes sense. If we can merge eastern philosophy with western pragmatism, the problems of absorbing

immigrants into this country will be lessened. We must address multi-cultural diversity and make it work. One of the biggest problems we're facing is finding people to work in a high technology society. We're not producing people in our schools to do this. The people we're going to need are going to have to be imported from Asia, Korea, and Germany. It's already happening in California. Asians are winning many of the scholarships because they have a work ethic and they value education. If the United States is to regain its competitive status, then our schools are going to have to change in order to meet the challenge.

In 1980 the White House appointed me to sit on the Sea Grant National Review Panel. Having lived at the coast and near the coast, I've always been fascinated with marine science. In fact, I almost majored in Marine Science at Duke. The panel oversees research, education, and what we call Marine Advisory Services, the outreach portion, on the coastline, all the way around the East Coast, Gulf of Mexico, up the Pacific Coast and around the Great Lakes. As a representative of that panel, I was asked to serve on the Department of Agriculture's National Extension Committee because USDA is interested in upgrading its high tech science. It is difficult to reach its extension agents and maintain high tech science practices. We review studies in biotechnology. I could write a book on what's happening in biotechnology. But again, many of our Asian friends are

doing experimentation in this field. China, Japan, and the Scandanavian countries are very far advanced in the marine sciences.

Another example of foreign high technology leadership is found in Akron, Ohio. Bridgestone, a Japanese Company, has bought Firestone Tire and Rubber Company. It's interesting to talk to them because their philosophy of management is so different from Firestone's. For example, the fourteenth floor has been the executive floor with thick carpeting and beautiful, luxurious offices. The Japanese don't believe in executive parking, executive dining rooms, and all the other perks that go along with being an executive. They eliminated those and everyone is treated like family. It's interesting that the children are very bright, and they all play musical instruments. They are very proficient. However, one Japanese father said he will not allow his children to remain in America for very long because they'll fall too far behind. He's going to send them back to Japan so they can continue their education. The Japanese mother will probably have to go with them so that she can oversee their education. Japanese mothers play a significant role in helping their children develop a self-concept.

ALLYS SWANSON: Now that we're talking about international work and international perceptions, let's talk about your work within the international associations of the profession.

DR. BILES: As you know, the International Council for Health, Physical Education and Recreation (ICHPER) has representation from AAHPERD; the representation must be a past president. I was appointed to ICHPER for four years. Canada and the United States rotate the position of Vice President for North America. Canada serves for four years and then the United States serves for four. I was elected to be the vice president for North America for ICHPER. In that role we perpetuate the membership in ICHPER in both the United States and Canada. I've taken part in many World Congresses held in Israel, London, Italy, Vancouver and the United States.

The most interesting Congress I attended was in Israel. Right before we left for Israel, the conference director, Uri Simri, called and said, "We'd like you to give the opening, keynote address. Menachem Begin was supposed to do it and he's ill. I told them that I want the representative from the United States to present the opening address." A woman had never given the opening, keynote address. He did not tell them that I was a woman, which I did not know at the time.

My husband went with me. In Israel they ask the keynote speaker to sit up in the top level of the auditorium. As the M.C. announced my name and invited me to be on the platform floor, I had to walk down steps, cross over, then down to the ground floor, up the steps, across the stage, and sit down.

Everybody stared at this woman to see what she was going to do. I walked up on the stage, and Dr. Simri introduced me as the opening speaker. When I began to speak, many in the audience kept talking. I thought to myself, "Should I just wait until they stop, or should I tell them to be quiet? I just kept on talking about the changes in the health of the world. After a while they picked up their earphones and they started to listen. After a while they started leaning forward with sincere attention and interest. Then they gave me a standing ovation, which was great.

Following the keynote, the president presented me with a medallion. Afterwards Dr. Simri said, "Fay, being on the Olympic Committee in the United States, you should have said something about that medallion." I told him, "We just got in last night. I didn't even know what the medallion represented. Why didn't you tell me?" It was a replication of a statue in memory of the athletes and coaches killed during the Munich Olympic Games. The statues are all over Israel. All through the conference, references were made to the killings. Of course we toured all over Israel and went on to Egypt. That was an exciting time.

The Vancouver World Congress was interesting. There was a problem with some of the Latin American countries. I don't think a lot of people are aware of the leadership role that Cuba is playing in the educational world in the whole Caribbean area. Russia, as we know, is funding money through

Cuba. Cuba pays those people to do workshops on their islands. They look to Cuba for leadership and hang on every word. They came to our ICHPER World Congress in Vancouver prepared to take over. They were going to elect a president and move the whole secretariat from Reston, Virginia, to Venezuela. Other South Americans informed us that the "takeover" was in the works. Forty-seven nations voted them down, and the 17 nations left angry because they had failed in their attempt. We learned that Cuban people, particularly the men, both in ICHPER and in other affairs, have to be in control as directors or presidents. They have to be <u>the</u> leader.

DR. VAN OTEGHEN: On the questionnaire, Fay, you indicated that the following individuals influenced you in some way: Elizabeth Bookhout and Julia Grout. Where did you first meet them and how did they influence you?

DR. BILES: Both of them were my professors at Duke University. Julia Grout was the head of the Women's Physical Education Department at Duke. I was attracted by their philosophy, soundness and gentility. I admired them because their ethical and moral standards were so high. Elizabeth Bookhout was very challenging. She would take me aside and say "Listen young lady, you have a lot of talent, and you're not using it to your full extent. We expect big things." Of course, I would try to rise to the occasion. The Women's Physical Education Department at Duke

offered all courses with pre-med undergraduate majors. It was very easy for me to transfer from pre-med to physical education. Duke is a very strong liberal arts school. Students don't declare a specific type of major; they just take course work within a certain field and graduate with a major. Both Elizabeth Bookhout and Julia Grout were highly moral women of great intelligence. They had been in the field a long time, were very professional, and instilled that professionalism in me. They emphasized leadership skills and the need to assume positions of leadership in communities.

DR. VAN OTEGHEN: What do you believe, Fay, that you've given students and colleagues with whom you've worked over the years? In other words, how would you like to be perceived?

DR. BILES: Hopefully, I'm perceived as a person who cares about people and who goes overboard in trying to help them, even when they don't want to be helped. Because I was challenged and it helped me, I want to challenge students. So I was known as "Mother Goose" to some majors in our school. When they had problems, they usually ended up in my office with a box of Kleenex. As women's competitive sports teams came into being, some athletes experienced problems and frustrations. We would spend hours talking about them. But, I am impatient with negativism or with people who are so frustrated or so disappointed that they don't go on and try to meet a challenge. My standard

advice was, "Don't spend time being disappointed; face it and fight it out. Fight the battle; keep going; don't give up, because you will win in the end!" I guess I wanted to instill the effort of challenge.

DR. VAN OTEGHEN: You shared with us earlier the kinds of things you did physically. What did you do for physical exercise during the years you taught and during the years you were an administrator? Then, also indicate what you are doing presently.

DR. BILES: Throughout my life I participated in every sport I could possibly find: swimming, tennis, golf, walking, jogging. My husband and I played golf every single day. On weekends we played twice a day. Sometimes we would play 27 holes of golf. I was very active in water sports. I love tennis and played competitive tennis when I was at Duke. And of course, field hockey and lacrosse were in my bones.

I must share with you an interesting incident that happened with these sports. I had a graduate student in class who was a very conceited, chauvinistic male. I won't mention his name. He has since gone into professional coaching in basketball. In Minnesota, he was involved with throwing a chair across the floor, which I figured might happen some day. One day he marched into my room and said, "I hear you think you are a pretty good tennis player." I said, "I don't know about that. I play a lot of competitive tennis and I

play in a lot of tournaments." He said, "I just want you to know that I'm not a tennis player, but I'm athletically inclined and I can beat any woman. I don't care how good she is. I don't even play tennis but I could take you on and beat you." I answered, "Buddy, I'll meet you at five on the tennis court this afternoon."

We met on the court and I just beat the tar out of that guy. He said, "That's the first time. I've learned a lot. I can beat you." I answered, "Tomorrow night, five o'clock. Well, the word got around the department. By five o'clock the court was surrounded by enough spectators to fill an auditorium. I think every major student was out there watching. I served hard and I hit hard so that I could put balls right at his feet. A couple times he fell down on the court. For the next six weeks I couldn't raise my arm to comb my hair or brush my teeth; I really wrecked my arm. I suffered tendonitis. It was terrible. I thought, "Well, you idiot, just sheer vanity." I almost wrecked myself, but I had to beat the living daylights out of an egotistical male.

I played tennis competitively until I started traveling a few years ago. I still like to play golf. We walk every day when I'm home. If the weather is nice we try to walk three to five miles. When we're in Florida we walk three to five miles on the beach every single day, either early in the morning or late in the afternoon at sunset time. We live by the tides now, for good fishing, when we're in Florida. I

will remain as active as I can possibly be. I'm finding it's more difficult keeping my weight under control than it ever was before. As I grow older, I surely notice the differences.

DR. VAN OTEGHEN: Do you do anything special in the way of nutrition?

DR. BILES: Yes, we eat mostly fruits, vegetables, chicken, and fish. When we're in Florida, we have fish often. We consume very little red meat. I bake bran muffins every day. We eat oat cereal. We try to eat healthy, nutritional meals and keep them balanced, moderate, and in small amounts.

DR. VAN OTEGHEN: You conduct seminars on stress management. What do you do for your own stress?

DR. BILES: I relax very easily. I'm a napper. If I can find five minutes to lie down, or to put my head down and take a quick nap, then I can get up and feel as though I'd slept eight hours. Walking is great for me. I like music, and I use Baroque and New Age music in order to relax. I can sit down and get lost in a television movie, a love story perhaps, and completely relax. Shopping is a great relaxer for me. I love clothes and I shop often.

DR.VAN OTEGHEN: What advice would you give to a young person who aspires to a teaching career in physical education today?

DR. BILES: First, I would recommend getting a good, basic foundation in the sciences. Then, there are so many avenues open to young people today. They can go into a corporate fitness and wellness career. They can go into a sports and coaching career, or sports administration. They can go into sports psychology, physiology, sports history, sociology, philosophy. There are just so many avenues open and they're going to be open for a long time. I think after taking the basic sciences, students can move into a certain channel and pursue that area of interest.

DR. VAN OTEGHEN: You're such a young retiree that this question might not be appropriate for you, but I'll ask it anyway. What is your philosophy on continuing to be active in the profession upon retirement, i.e. taking on leadership roles, being on committees and the like?

DR. BILES: Retirement allows a person the opportunity to become more active than she was when she had a full-time job. For example, when I was the President of the Alliance I took a year's leave of absence. I'm certainly glad I did. Now I have time to serve the Alliance in creative ways. For example, I just chaired a meeting with the Alliance Public Relations Committee during which we brainstormed the top priorities of our professional needs today. Now, I will have the time to go home, read,

study, and fit our needs into what I perceive to be the major trends. We've already prepared some of the programs that can provide the Alliance with greater national visibility. I feel I have to give something back to the profession that was so good to me all of my life. I think after a person retires is the perfect time to contribute. I think Catherine Allen is an excellent example of that. "Cat" Allen will never stop, and I hope I can be like her.

DR. VAN OTEGHEN: You served as President of the Alliance from 1980 to 1981 and received the R. Tait McKenzie Award in 1986. You've also received the NASPE Joy of Effort Award and a Distinguished Teaching Award at Kent State University. These must have been special times for you. What do you cherish about these moments or experiences?

DR. BILES: I think everybody loves to be recognized by their peers and colleagues. I think those are very precious moments, although I'm not one to grasp or look for honors. In fact, it has always been kind of a surprise when they come because I've always felt that people do things, for reasons other than receiving awards. However, they're certainly nice to get.

The R. Tait McKenzie Award is for service over, above, and outside of our profession, which I feel is so important. And, I was thrilled with the Joy of Effort Award. But, as I say, I'm not one who goes after honors. They are rewarding, and I hope everyone has that opportunity. I think the

Distinguished Teaching Award at Kent State was one that I prize very highly because that is determined by student, colleague, and alumni votes. It is a very selective award at Kent State and I really was quite honored.

DR. VAN OTEGHEN: What are your plans for the future?

DR. BILES: There are many things I'd like to accomplish in the near future. I'd like to write a book on perceptive, creative thinking for adults who are in the business world or in a profession. Through the book I would try to help them to be more perceptive about trends. I want to address trends as they fit into personal lifestyles. Doing so means setting goals, planning and providing appropriate leadership. I'd like to do more with team-building and helping people work together cooperatively in groups.

I'm going to be doing some leadership training at the President-Elect's Conference on perceiving personality styles, leadership styles, and team-building. I think our profession needs to learn to make decisions, to address issues, and to compromise. At times I get very concerned about how we operate. Often times we cannot come to decisions quickly and move on them. For example, I was very much concerned about the last two to three years spent on this big controversy about our fitness testing. To me, that was a disgrace. We spent two years hassling over the issue because people could not come to a compromise; those involved

absolutely refused to change or come to an agreement. We lost two full years of functioning in the physical education world because we could not come to an agreement. I predict that loss of leadership will have a negative impact on our profession.

DR. VAN OTEGHEN: Many people have made extensive plans for retirement living. Did you do this, and what would you recommend to others who are planning for retirement?

DR. BILES: We made retirement plans very early. Perhaps we did ours prematurely, but we started planning 20 years ago. We knew approximately where and how we wanted to be. We bought an inexpensive condominium in Florida twenty years ago which helped open up Marco Island. We sold it later when real estate was going up 10% a year. We bought another one later and sold it for double. Then we bought a third one. We're ready to build a house and sell that one.

We planned very early, step by step. Every year we put into retirement exactly what we thought we were going to need. I think all of us should do it much earlier. I'd like to see our young people plan for their retirement in college. Plus, I think people will probably be in two or three professions, retrain for another one, and change jobs often. I see that there will be a need for retraining. It is another trend for which our majors should be preparing.

I think adult education and continuing education are some of the most exciting trends in this country. It's one of the reasons I wanted to take early retirement. I couldn't wait to get into adult training and help people, especially women retrain and get ready for their new careers.

DR. VAN OTEGHEN: Are there any aspects of your personal or professional life, Fay, that you would like to share?

DR. BILES: So many people ask me, "You've been so busy, you've travelled so much. You're gone from home so much. How does your husband feel about this?" I guess I'm married to a pretty wonderful man who's very understanding and very patient. People ask Bedford, "Well what are you doing now that you've retired?" He's just recently retired from being an attorney. He says, "Oh, I'm kept busy taking Fay-zie to and from the airport." And he's so supportive. He meets me at the gate. He reaches out and takes my purse and my briefcase and carries them out to the car. I keep telling him, "Now come on, you don't look very good carrying a purse." He was a very masculine football player and is extremely confident; it doesn't bother him to be nice. He helps me in every way.

I guess maybe he has had a dream of building a home overlooking the Gulf of Mexico. I want to make sure that he realizes his dream. We're going to build that home, and I want him to have a boat and to fish, because he's worked very

hard all of our married life. I'm the decision maker in our family. His favorite line is, "Honey, if that's what you want, go do it." I've never wanted anything that he hasn't agreed to. So now, I feel that I want him to have his goals and his dreams.

ALLYS SWANSON: It's been exciting to learn about the many facets of your life and your professional development. You've been sought out to help with the challenges. You seem to thrive on the commitment, dedication, and abilities needed to help meet those challenges. I for one, along with many, am a great admirer of your abilities, talents, strength, energy, commitment to a cause, and caring concern for your fellow students and colleagues. Thank you, Fay.